

JANUARY 1951

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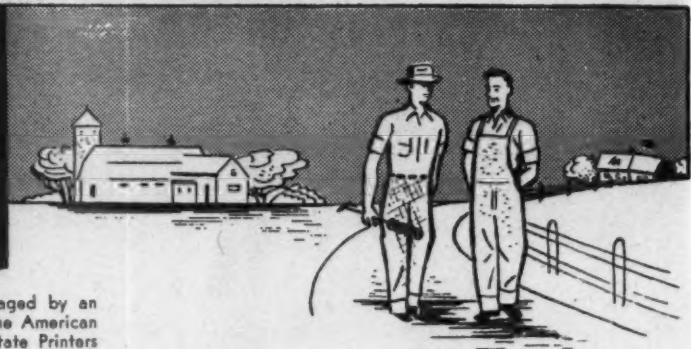
The Spur: Instruction for Adult Farmers in Georgia

This Month
Features...Teaching Adults

The Agricultural Education Magazine

A monthly magazine for teachers of agriculture. Managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by Interstate Printers and Publishers, Danville, Illinois.

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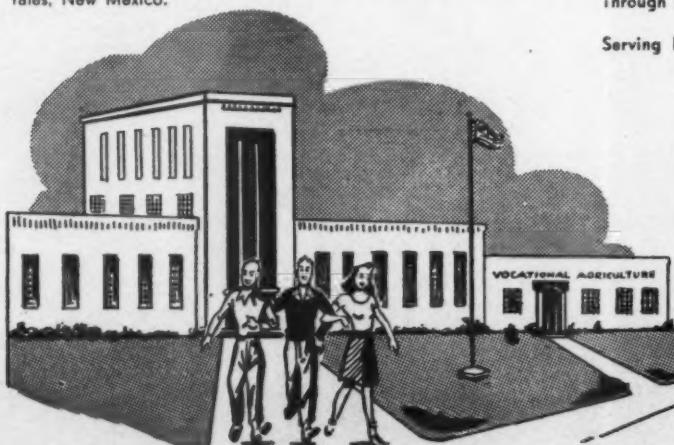
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Editorials

No limits on adult education in agriculture

TO FOCUS attention on the adult farmer phase of our program seems natural. In the states and local communities we have long recognized the opportunity even though our efforts have been somewhat sporadic. Today we are so far from reaching a respectable percentage of adult farmers through vocational agriculture that we cannot truly appreciate the magnitude of the task. There are no limits to the development of this phase of our program. The pressure of our times is sharpening the focus on the need which exists for adult education in agriculture. Let us look closer.

Our technology in agriculture has changed more in the past 100 years than in the previous thousand, and the rate of change seems to be accelerating. No one, if he is to be successful, can farm for the duration of a lifetime with the same knowledge, understanding, and skill which he possessed as a young farmer.

Two factors have influenced our present high regard for education of adults in agriculture as well as adult education in general. The increased emphasis on *individual development* as the basic purpose of education in a democracy applies to adults as well as to youth. The proof that *ability to learn continues throughout life* was a most significant contribution to the establishment and development of programs of adult education of many types.

We now recognize that the capacity of individuals to grow, develop or learn is almost if not actually unlimited. When one compares the incentives, the learning opportunities and other factors of the broad teaching-learning situation he is forced to conclude that education of adults for proficiency in agriculture may be as socially defensible and efficient as that of training youth for farming.

The trend in our country seems to be toward periods of military service for large numbers of young men. Farm youth, by and large, will wish to be counted in the numbers entering military training. Interruption of training for farming is a problem of considerable magnitude to educators who are helping youth and young men grow into farming. During the two or more years of military service it will be exceedingly difficult for youth to maintain continued ownership of agricultural enterprises. It will be difficult, if not impossible, for those in our country's service to keep up with changes in technical agriculture. The demands of men for systematic training in agriculture following this period of service will be entitled to a high priority. Further, the number of veterans concluding training is becoming substantial. Many of them wish to have systematic training continued. The demand is present for on-going programs of systematic instruction, and it is growing.

Individual teachers and administrators can focus attention on adult education in agriculture. The numbers to be served, the technical content, and its general place in the life of individuals warrant greater emphasis on this phase of the

Mobley new A.V.A. secretary



M. D. Mobley

DR. M. D. MOBLEY, formerly state director of vocational education in Georgia, assumed the position of Executive Secretary of The American Vocational Association on January 1. Dr. Mobley is well known and we in Agricultural Education are pleased with the choice of the executive committee. Dr. Mobley brings to his new position a wealth of experience. Not the least valuable of his experiences in our thinking is the fact that he came up from the ranks. We are proud to hail one now holding this important post of leadership who knows through experience, what it means to serve young people in rural communities of America. He is a son of the soil. His is a great responsibility meriting our full support and cooperation.

Dr. L. H. Dennis served as Executive Secretary of the A.V.A. from 1934-1950. Literally, almost everyone knows Dr. Dennis but few recognize the true measure of his contribution to the growth and development of vocational education. We were indeed fortunate to have had his leadership. We salute his achievements and wish for him a full measure of living in the years ahead.

GREETINGS . . . for 1951

January means the beginning of a new year according to our calendar. We wish you, each and every one, our readers, a happy new year. May it be a year in which you achieve success in problems which were failed in 1950. May it be a year in which you will forthrightly tackle and lick the problems which looked too difficult in 1950. May it be a year in which we will find new happiness and personal satisfactions in each day of living.

Study veterans training

OUR program of Institutional-On-Farm training for veterans is generally regarded by teachers as one of the most effective activities in which we have participated. It is being studied by teachers and graduate students in many areas. However, as yet, we have no single unified study of national scope. Much encouraging progress was indicated in a report presented at the Miami Convention of the A.V.A. Dr. H. M. Hamlin has worked diligently as chairman of a special committee to shape the pattern of this national study. Schedules have actually been tried out and we can expect considerable progress during the coming year.

The program for farm veterans is one of the largest single programs of adult education in the country and it will be exceedingly helpful to have the data from this study as a guide to the further development of adult education.

program. There is an opportunity in every community where vocational agriculture is taught and in every state.

Individually and collectively there are problems to be solved in an attempt to re-direct along these lines. What these problems are and how they will be met will have to be determined in each situation. Helping people in the community to understand the importance of education in agriculture for adults, appraising the impact of military service on establishment in

(Continued on Page 148)

What do farm leaders think • • • • about adult education?

DURING the year of 1946 the American Institute of Cooperation and the Department of Rural Education of the National Education Association jointly sponsored and arranged eight regional conferences in which small groups of agriculture leaders and educators from every section of the United States discussed the common problems of rural education. Each conference met for an entire day with an average attendance of about thirty people, approximately two-thirds of whom were agricultural leaders. In each instance the small group of educators present remained in the background of the discussion making the most of an opportunity to learn what agricultural leaders want the schools to be and do.

Northwest Conference

All education cannot be crowded into the first few years of a child's life; it must be continued throughout life. Changing conditions require continued study. Adult education should be for the benefit of adults themselves and for understanding the educational needs of children.

South Atlantic Conference

Adults should study the economic life of the community to discover how better economic values may be realized.

Rural educational agencies should cooperate in promoting a continuous program of adult education through which adult interests may find expression.

Midsouth Conference

Opportunities for vocational education should be expanded, particularly in agriculture and other occupations in which many rural children will engage as well as adults. Since rural areas furnish surplus population to industrial and trade occupations, the education of rural youth for such occupations must be considered in any comprehensive school program.

Provisions of adequate educational opportunities in rural areas equal to those in urban areas should be the first concern of agricultural and educational leaders.

Great Lakes Conference

The public schools should provide a program of adult education adapted to community needs, where such needs are not met by other agencies. Without such adult education the schools themselves cannot be properly supported.

North Atlantic Conference

Farming is becoming more complex. This makes it imperative that high quality boys and girls be guided into farming and other rural occupations, and that the best known methods of farming and the best information available in re-

Selections from the bulletin, *Farm Leaders and Teachers Plan Together* which point up farm leaders' thinking relating to the area of adult education.

gard to family life should be taught in the schools.

Educational leaders are needed who can see the things which to be done in the school and can find ways to do them. Teachers should be progressive, open-minded; they should be eager for new knowledge, feeling that their educational background has provided them with readiness for new ideas—not that their own education is complete.

New England Conference

Closer relationships of home, school, and church are necessary for better rural life. All the burden should not fall on the school, but parents, too, should participate in planning and assume some responsibility in carrying out educational aims. Learning to build up the home is the most important job in America today for every boy and girl.

There is need for more adult education. Better services at less cost can be received by a more careful coordination of the rural organizations and education should contribute to, and reinforce, the program of education at earlier age levels. It will complete the cycle of educating the parents, educating the children, generation after generation.

Agricultural leaders should have a greater voice in establishing educational policy. The three areas of responsibility in regard to educational policy are (a) that of the layman who sets the framework, (b) that of the educator whose function it is to use the available resources as efficiently as possible within this framework, and (c) an area where educators and laymen continue to get together to redefine their joint and individual responsibilities.

Midwest Conference

Farm leaders and educators should meet together frequently to discuss such problems and that the ultimate responsibility for accomplishing the desired reforms of rural education would rest with rural people themselves. The rural communities of the nation are today better able financially to make their contribution to those reforms than ever before. To achieve these ends, the conference urges that everywhere organized groups work together in the old town-meeting tradition to focus attention on problems of rural education and to secure the action necessary for their solution.

Western and Rocky Mountain States Conference

More attention must be given to special crops. Indications are now that farmers

engaged in newly developed types of specialized farming, as for example, celery growers in Utah, are likely to take great losses during the next few years. Individual farmers and communities need more information regarding consumer demands, price trends, and the amount of such commodities being produced. Schools have a responsibility for developing better methods of harvesting, packing, and marketing such crops. ●

No limits on adult education in agriculture

(Continued from Page 147)

farming, and finding ways of reorganizing to provide for teacher-time are some of the problems which are likely to be critical.

What are some characteristics which should be sought in a rejuvenated educational program in agriculture for adults? Out of experience, three seem to stand forth. First, by and large, the responsibility for this phase of the program in the local community must be definite and continuing. Except in certain sections of the south it has been optional with individual teachers as to whether or not they would assume leadership responsibility. Is it not time that we develop more fully the concept that the local school and the local teacher should make a continuing place for this phase of our program in each year's activities?

Secondly, policy relating to the use of funds is required which insure equitable distribution for the purpose of adult education. This will in most instances require an allotment for the employment of special teachers. It will require recognition of the place of farm visits in connection with the group instruction. Without a fair and continuing division of monies it is unlikely that systematic programs for adults can be developed. Some would even say that the purpose of the original vocational act has been achieved in the area of the all-day program and, local and state governments should bear a larger share, if not the total cost, of the high school program.

Thirdly, provision for supervision and in service training are essential, judging from our experience with the program for farm veterans.

We can move in these directions and the evidence strongly suggests that we should do so in order to develop programs for adult farmers in number and quality which will meet important needs.

Our cover

THE teacher in the cover photograph is Mr. H. L. Fry of Rabun Gap, Georgia and the farmers are three members of a class of twenty adults. These twenty men are in the process of developing twenty acres of improved permanent pasture. This picture was made as one of the farmers was about to begin planting his pasture and ties in very closely with a statewide program of pasture improvement which is being pushed in Georgia by teachers of vocational agriculture.

**Farm Leaders and Teachers Plan Together*
—What Agricultural Leaders Want the Schools to Teach, 1947, American Institute of Cooperation and Department of Rural Education of National Education Association.

WHEN is a farmer successfully established in farming?

MARK NICHOLS, State Director, Salt Lake City, Utah



Mark Nichols

THE primary objective of the Young Farmer program in vocational agriculture is considered to be that of aiding young farmers to become successfully established in farming with a program of organized, systematic instruction in agriculture.

The question naturally arises as to when a farmer is successfully established in farming? This problem is continually being brought into sharper focus when age limits of young farmers are discussed. Some leaders contend that 25 years should be the upper limit. Others would establish 28 years as the age. More liberal thinkers put it at 30 to 35 years while ultraliberals in this regard maintain there should be no upper age limit at all.

If successful establishment in farming is a criteria incident to enrollment in a Young Farmer program, when has the goal been reached? No two leaders in vocational agriculture seem to have the same answer to the question. Can it be answered objectively or have we just been "kidding ourselves" into thinking we know the answer.

Some Trades Can Fix Standards

The doctor, the lawyer, and the dentist, must have earned a degree from a training institution and pass an examination to demonstrate their ability and fitness for the profession before they are allowed to practice. The apprentice in brick laying must be able to meet the standards established by apprenticeship committees before he is recognized as a journeyman. The same is true of many other skilled trades. But we say that farming is different. The farmer must perform a multitude of skills and have much basic information before he can make wise decisions. Most agricultural leaders are in agreement on this point.

Then too a farmer often wears a coat of many colors. He may be an owner-operator and have his farm paid for or may be in the process of paying for it. He may be a farm manager, a partner, a cash or share renter, a cropper, a laborer, or have some other farming status. A laborer this year may be a farm manager next year and an owner-operator the following year. Their experience may be on the same farm or on different farms.

It must be realized too that a farm is a very indefinite term. It may be a three-acre poultry unit or a ten thousand cattle ranch. Or again it could be a fruit farm, a dairy farm, a wheat farm, or a general farm. A farm manager of

a citrus fruit farm may find himself lost if he attempted to manage a cattle ranch. The farm laborer on a dairy farm could not ordinarily apply dairy production skills if he were employed on a grain farm.

Farming, therefore, consists of a number of occupations (the occupational dictionary lists at least a dozen)—and becoming successfully established in farming may be a rather complex proc-

ess. Abilities have been established for each farming occupation but proficiency in many of these abilities, especially those concerned with managerial decisions, vary greatly.

It would seem that the time has arrived for the establishing of some more definite standards with respect to what constitutes successful establishment in farming as it applies to a Young Farmer program in vocational agriculture. With more part-time farmers and less full-time farmers a certainty in the future, and with increased interest in Young Farmer programs, is it not time for leaders in vocational agriculture to make some re-evaluations as to what is meant by successful establishment in farming? •

Determining what to teach adult and young farmer classes

WILLIAM K. GAMBLE, Graduate Assistant, Iowa State



W. K. Gamble

IN STARTING a young farmer or adult farmer class instructors are frequently at loss as to what to teach. This may be especially true of new instructors in a community. Too often the answer given instructors by supervisors and teacher trainers, when this

discussion from the person whom he is visiting.

Next, the nonvocational avocational interests of the men should be noted by the instructor during his personal visits to the farms. These interests may be used as teaching aids in the development of interest in problems which at first were thought by some to be uninteresting, if a connection between the two can be shown.

Using Advisory Services

When planning the program with the advisory committee, after the information has been obtained by personal visits to farms and with community leaders, it should be realized that the program is to be built around the farming activities common to the members of the group. The farming activities should include all everyday problems that the farmers are likely to encounter. The development of better farming programs is important, but it must be combined with programs of instruction in matters of finance, leadership and community service. Certainly these are important needs, although they may not be felt needs of the group. Our farmer classes have had excellent instruction but more time should be spent on everyday problems that will be encountered.

Locate Problems

First, find the problems which farmers face in their own farming activities. These can be obtained only by personal visits to the farms of prospective enrollees and talks with leading men in all phases of agriculture carried out in the community. A short questionnaire form may be devised or information may be obtained by merely making notes in rough detail during the visit. It is well to remember that it is difficult to carry on an interesting conversation and write at the same time. All notes to be written down could be kept in mind during the conversation and written down upon leaving the farm. The prospective enrollees should have a major part in selecting the problems to be discussed later but the instructor may have to diplomatically suggest possible problems to obtain questions for

In summary, I believe a determination of the needs and interests of farmers can be made only after the instructor, through a personal survey, has found the problems encountered in the farming activities of the farmers within the community. With these problems in mind, as well as the recreational, non-vocational, and avocational interests, the instructor can make a summary of the major needs and interests of the group to present to the advisory committee. From this summary the advisory committee and the instructor can plan the first year's and longtime program. This program should better equip the class members to meet everyday problems in their farming and related activities. •

► Values of adult farmer classes ▶

PAUL C. DUNKELBERGER, Teacher, Kutztown, Pennsylvania

ALL education has as its aim the development of the individual in such a manner as to better enable him to solve the problems, social and economic, which he may meet in life; and thereby, prepare him for a complete living and useful citizenship in our democratic society. It should bring about changes within the individual through the development of desirable attitudes, appreciations, understandings, abilities, ideals, habits, and character formation in order to attain this aim.

This philosophy applies to both youth and adult education. It has taken quite a long time for educators and the public to realize that schools exist for both these groups. The alarming growth in the rate of social and economic maladjustment taking place among our populace in the last two decades has awakened many persons to the need for continuing education into the adult life of an individual. Gradually, because of its need, adult education came into our public schools until today it is, in many schools, as important a part of the school program as any other. The positive response to adult education on the part of the public has proven the need for, and interest in, adult education. Our government, on both a state and national level, has endeavored to meet this need by providing financial assistance to schools offering such programs.

First and Foremost

Agricultural education was one of the first to recognize the need for adult education. Programs in vocational agriculture since their beginnings, have been organized to provide for adult education through the original Smith-Hughes Law passed in 1917 which provided for those engaged in farming as well as for those expecting to engage in it. The primary aim of adult education in agriculture is the development of abilities and skills through systematic instruction to aid farmers to intelligently solve their problems relating to agriculture; and thereby, to increase their proficiency in farming and their farm living.

The value of adult education in agriculture is broad in scope and much more significant than generally realized. Broadly speaking, however, it has a four-fold value to: (1) the farmer, (2) the community, (3) the school as a whole, and (4) the vocational agriculture department. Too frequently the value of adult education is not visualized in its totality. Nevertheless any teacher or administrator who has had experience in conducting adult education classes over a period of years will recognize the four areas.

Values to the Individual Farmer

1. Becomes a more cooperative and broadminded member of society.
2. Becomes more proficient and progressive in farming.

3. Adopts new farming practices.
4. Becomes a more competent leader.
5. Improves his attitudes, ideals, and habits.
6. Becomes aware of his changing society; meets and accepts challenges and changes.
7. Believes more firmly in the dignity of his work.
8. Improves upon his farm living.
9. Improves the quality of his farm products and markets them more advantageously.
10. Remains abreast of modern trends in farming.
11. Solves his problems by himself more ably.
12. Conserves soil and natural resources more effectively.
13. Strengthens his desire to have his children engage in farming.

5. Avails the community to more wholesome and better quality farm products.

Values to the School

1. Receives greater moral and financial support from rural citizens.
2. Increases the school support of individuals who have not previously shown much interest in the school.
3. Increases school enrollment since some children attend that would normally stop school.
4. Increases the holding capacity of schools since parents desire their children to continue.
5. Improves school-community relations.
6. Alertness by the school to community needs.

Value to the Vocational Agriculture Department

1. Increases the interest of all-day students in vocational agriculture since their dads are evening class members. It thereby places the department on a higher plane in the minds of all-day pupils.
2. Increases all-day enrollment. This is due to the fact that farmers build up a faith in the work of the department and thereby realize the value of the course for their sons and, as a consequence, more boys attend school and more of them take vocational agriculture.

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Twenty-one years of adult education

LOUIS TAYLOR, Graduate Assistant, University of Tennessee

RECENTLY, the importance of education for adults has been emphasized. It has been reported that forty-five thousand adults in the United States desire further education. This is in sharp contrast to the mistaken idea of our forbears who placed slight emphasis upon education gained in school, especially for those who planned to enter the occupation of farming. They felt that a farmer needed no formal education and those who could do nothing else could farm. Since that time, our farming methods have changed rapidly and our philosophy of education for farmers and future farmers has kept abreast.

In 1917, our Federal Government recognized the need for training farm people for proficiency in their chosen field and passed the Smith-Hughes act which added vocational education in agriculture to the high school curriculum. The act provided for vocational instruction in agriculture for out-of-school youth, young farmers, and classes for adult farmers.

In 1929, three adult farmer classes were organized in Knox County, Tennessee amid much pessimism on the part of out-siders and uneasiness on the part of the teachers of vocational agriculture. They began during the latter part of November at Farragut, Karns, and Ritta and were conducted by the vocational agriculture teachers, J. W. Brimm, presently Assistant State Supervisor of Vocational Agriculture in Tennessee; J. Bryant Kirkland, now Dean of the

College of Education, North Carolina State; and A. L. Rubin, deceased. N. E. Fitzgerald, Department of Agricultural Education, University of Tennessee, now Dean of the College of Education, assisted the teachers in organizing and conducting the classes.

New Ways

The coming of night schools to agriculture brought new ideas of education. The students were mainly "grizzly veterans" of farming and were not asked to do a lot of reading or to merely sit and listen to advice from a teacher or an author of a textbook, but were supplied with scientific evidences applicable to their own community. The farmers, under the direction of the teacher, would discuss the evidence or data and add experiences of their own in drawing conclusions to their recognized problems.

The first adult farmer class (referred to as evening or night school) at Farragut was organized in 1929 and consisted of twelve consecutive weekly meetings at which various phases of the dairy enterprise were taken up. Some of the jobs studied were prospects for dairying, feeding, pasture management, diseases, breeding, housing and marketing.

At the end of the series of twelve lessons, the members of this and the other two evening classes met at the University of Tennessee Cafeteria for a banquet as a suitable climax for a very successful new venture in education.

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Securing and maintaining Farmer Interest in adult education

T. J. HORNE, Teacher Education, Virginia Polytechnic Institute

DO WE in vocational agriculture conduct adult farm education programs because provisions were made for this work under the vocational education acts; because of the fact that adults have learned throughout history, are still learning, and will continue to learn, or because we have a desire to assist farm people? Whatever the individual reason, we in vocational agriculture must realize that adult learning has played a major role in the advances made in our agriculture and our progress would have been impossible without it. Adults inaugurate changes and put them into operation in their farming programs. It is well to remember also, that except in a few cases, even the boy in the all-day program can only put into operation those practices which his father approves. By varied means the individual teacher must educate the adult, usually the parents of the student, to the values of the all-day program before it can become operative and really functional.

Build On Problems

Adult education programs in agriculture, to be successful, must start with the farm problems and interests that farmers have today. The day to day tasks with which the average farmer of the community labors with his hands and mind are the ones upon which he depends to produce the products which he markets for his cash income. Both his standard of living and the conveniences which he can purchase for his family are directly dependent upon the efficiency with which he performs these daily operations. Thus any educational programs to captivate his interest and draw him time after time to meetings must produce tangible evidence of strengthening his farming program and assisting him in the performance of his tasks.

One of the prime essentials of such a program is adequate leadership. An individual interested in farmers and their needs can determine their basic problems for any community and lead the people in developing needed improvements and solving basic farm problems. All too frequently adequate farm leadership is lacking. The leader to whom farmers rally must work for and with them unselfishly. He must be aggressive, for farmers are busy and self-dependent and look to others for technical assistance which is so badly needed. Leadership must be reliable and continuous for farmers' problems are constantly occurring. The farmer learns to go to a source of assistance in times of need and the fount of information must be ever-flowing. A good leader helps farmers to help themselves. An adult education program is no place for a glory-seeker or credit-grabber either individually or as an organization. Instead the best programs have been built upon the best and wisest leadership of the community so that the final result can be

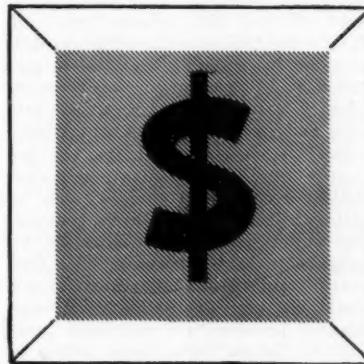
looked upon with pride, and all can say it is "ours."

Why Were They Successful?

An analysis of some of Virginia's best adult farmer classes reveals several common characteristics. In general, it may be said of each program that:

1. It started in a small way growing out of the farm problems and community needs. These problems and needs were either evident or were discovered by a leader capable of making farmers conscious of them.
2. It is based upon, and deals with, local farm and community problems.
3. It is cooperatively developed with the members and teacher working together.
4. It developed along a natural course as indicated by the needs and the ability of the group to develop a solution to their particular problems.
5. It uses the available resources to secure the best service for the farmers.
6. It pools the experiences of all members and goes beyond the classroom.

All too frequently we hear the statement made by a teacher that he can secure no interest in an evening class. In such cases the fault is usually trace-



able to the teacher. In these instances we usually find that the teacher is unfamiliar with his farmers, their farms, farm families, and community problems. Some may spend years in a department without ever learning to know the farms and the problems of the farm people. In such cases there will be no interest in adult farmer classes for no existing need has ever been discovered. Interest has been secured in the better adult classes by:

1. Educating farmers individually to recognize their farm, farm family, and community needs. Virginia teachers are now doing this through a detailed farm survey and the development of a long time farm plan which is the basis of the instructional program.

2. The program is based upon desirable change rather than the status quo. Desirable change is the one certainty of progress which we cannot stop; therefore, our farm people must be educated to make continuous adjustments and balances in a constantly changing agriculture.

3. The entire program and class discussions are based upon the democratic process. Each individual participates, plans, and makes his own contribution. This allows him to express his interests and experiences, or to demonstrate skills which give him an opportunity for growth shared by other members, and develops his individual sense of belonging.

4. The farm and community are brought into the classroom or the classroom is taken to the farm, farm family, and community. This can usually be done in one of three ways.

- a. Observational experiences which can be in the form of reports and discussions by individuals, group field trips, or exhibits.
- b. Participation experiences in which the group actually engages in the activity to increase their ability, skill, or understanding. An example would be tractor care and maintenance.
- c. Contributory experiences in which the group makes a definite contribution to the farm, community or both. An illustration would be the establishment of a local livestock market.

5. The use of all appropriate and available visual materials in the instructional program. These materials add interest and clarity to the program and facilitate the learning process for most people acquire knowledge more readily by seeing than by hearing. A combination of the two, however, is even better.

6. A well planned program to meet the common interests of the group. Detailed planning should provide for shared responsibilities, representative examples, adequately led discussions with accurate summaries.

7. Making the public educational facilities of the community available to adult groups carrying on educational activities. All facilities of the educational system and community should be used by the adults if they affect knowledge, skills, habits, attitudes, appreciations or understandings which assist the class members in their daily living.

A program of adult farmer education to be successful and to maintain interest must supplement all previous education, satisfy a felt need, or serve in a combined capacity by meeting both these characteristics simultaneously.

It is well to remember that a teacher can tell adults nothing, but a good teacher can present the next idea that will fit into their pattern of daily life.

Assisting farmers in becoming and staying established

DON E. WATKINS, Teacher, Mount Airy, Maryland

GETTING started in farming today is usually much more difficult than it used to be—the exception being where “going farms” are handed down to one’s son or under somewhat similar conditions. The problem of the young beginner has been caused largely by increased capital requirements and a more complex agriculture. The young farmers, including veterans in our area, are meeting this problem by: (1) renting farms, (2) borrowing from an agency as F.H.A., or from individuals who allow for a small equity or down payment on the farm, (3) keeping informed on the technical phases of agriculture, and (4) using business methods in farming. The discussion in this article will be concentrated in items 3 and 4.

There is no doubt about the fact that young farmers should keep informed and use sound business methods. The real question is how can agricultural education be used to provide maximum training and services? A few guiding principles are offered in this respect.

1. The training program should be set-up on a long time basis.
2. The real needs of the young farmer must be met through the course of study. Needs may be services.
3. A large part of the training should be individual and on-the-job.
4. The necessary time, and funds for mileage should be provided to carry on an adequate program.

Long time uninterrupted program. A series of meetings during two or three months in the winter have value, but as a usual thing there is too little systematic on-the-job follow up instruction at a time when it is needed. This type of training can develop into an *unrelated* year to year series of meetings composed largely of different students each year. A program that “stays with” an individual 5 or 10 years, or longer is needed, in order for the young farmer to get and stay established on a sound basis of farming. This means working with a person on a year-round basis for a period of years. The instruction should be seasonal. The winter months are the most appropriate for a series of *related* instructions or for planning the year’s work. The on-the-job assistance should be spread around the year as needed. On the average ten, two hour meetings per year with 6 to 10 annual visits should meet the needs of most students.

Real needs. It is easier to teach subjects we know, and those that have the greatest appeal to the learner. From our experience, we are convinced all young farmers need a balanced instruction program composed of fundamentals which determine success in farming, regardless of the type of farming or the individual who does it. Therefore, we have based our work on the execution of five important steps directly related to balanced farming, and in turn, success.

These are: (1) maintaining a complete set of accurate records which must be closed promptly at the end of the year, (2) determining the efficiency factors of the farm business from the records, (3) analyzing the year’s business from these factors which will point out the strong and weak points of the previous year’s record, (4) setting up a plan of improvement for the coming year, and (5) executing this plan. As agriculture moves into an age of management few, if any, people should question the value of this program. Income taxes, social security, specialization and commercialization of agriculture are vital factors making the *complete* use of farm records a must for the farmer of the future.

The effective achievement of these 5 steps on an individual’s farm is a real basis for a well rounded complete program of adult or young farmer training. Such a program calls for farm management plus all necessary technical knowledge including problems of capital and credit. The supervision of farm records is a 12-month job which is conducive to a balanced year’s work with a student. It has additional value in that it helps carry the program over a period of years. Closing records, studying and planning, along with determining income taxes gives the instructor every reason to contact his students from about January 1 to April 1, the time during which the *related* series of meetings are held. During the summer and fall months the instructor should be available to assist in executing the plan, to give technical information, to supervise the records, to take groups on valuable field trips and give small group instruction.

Our experience shows the big and vital problems of beginning farmers are largely confidential matters such as getting a loan, filing tax forms, considering matters of income, father-son arrangements, debts, excessive living cost, over-investment in equipment, acquiring stock and real estate. Many non-confidential problems are individual problems of the particular farm. Group or class problems are often adequately taken care of by magazines, radio, and special releases. The trend has been and will continue to be for more and more of the beginner’s needs to be individual needs that must be met by on-the-job training. This type training is of necessity more expensive from a time and mileage standpoint but not necessarily more expensive for the total output of teaching and, in turn, learning.

In setting up and operating a plan of training with a view to future improvements, or in replanning the work, consideration is given to two factors that fit into the program. These important factors are: (1) balanced farming and (2) shortening the lag period in the adoption of new technology that is economical for the individual farm. Most experienced teachers recognize that

for economical or low cost production it is vitally important to have interaction of all essential factors or the joint action or cooperation among these factors. The example, D.H.I.A. is very valuable for dairymen but large weaknesses in other activities and enterprises can lose more than D.H.I.A. saves. For this reason, farm management has been used as a basis of the work.

The lag period in adopting new methods may not be as important as the adoption of wrong methods during the period. Young farmers need help in selecting or combining and using the best technologies. The proposed pilot farms that will test new developments as an integral part of a complete farm operation along with the demonstration farm which will be used to develop the best program in farm management for the area certainly fit into the balanced farming idea. While pilot farms may not be near-by farms there are good possibilities for using students’ farms for demonstration farms.

Teacher's Time Schedule and Load

The number of adult or young farmer classes have often been limited by lack of a teacher’s time. Nothing compels these young people to attend classes. To attend they have to be sold on the value of the work. This makes the job of the teacher an important one in that he must continually sell the value of the work to the student. To do this, much time must be available and used for planning. Once the program is started it can *partly* be kept going by developing interest in the individual’s progressive financial statement, the new practices adopted, and the improvement in net income from year to year.

It is felt that there are several ways of carrying on the adult or young farmer program in a community, area or county. If one teacher and his agriculture department is involved on a community or single school basis, then as a rough guide, it is suggested that one series of meetings consisting of 10 gatherings during the winter months, along with the year around work is a full load. In this instance the agriculture teacher should endeavor to schedule four class periods in the morning, have one free or preparatory period, and be able to use another period per day for supervision of regular students along with supervision of the adults. In this schedule the teacher would assume all the regular school duties except those at the close of the school day. If the adult program consists only of a series of winter meetings and visits to the adult students’ farms on a more or less unrelated basis then another regular class period may be taught.

Where the agriculture teachers in an area or county are busy with regular classes, other school assignments and training of veterans it may be advantageous to have one person carry the whole training program for the area. This probably would be a part-time job—at least at the beginning. The agriculture director or supervisor for an area or county may have additional duties such as acting as veteran coordinator, subject matter specialist and farm man-

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Use of motion pictures

DAVID STARLING, Teacher, Winston-Salem, North Carolina

By teachers of vocational agriculture in North Carolina*

THE main purpose of this study was to analyze the use of educational motion pictures¹ by teachers of vocational agriculture. A minor purpose was to find what objections teachers of vocational agriculture had to using motion pictures as teaching aids. This study was conducted in 1948.

Procedures Used

Three procedures were used to collect information pertaining to this study:

a. A four page questionnaire was sent to ninety-one teachers, both white and negro, who had experience in using motion pictures as teaching aids. Fifty-five questionnaires were returned. These teachers came from all five supervisory districts of North Carolina.

b. Twenty-five personal interviews were conducted by the writer. The teachers personally interviewed also filled out questionnaires similar to those sent to the other participating teachers.

c. The writer interviewed three film library directors regarding the problems of rental and transportation of films to and from teachers of vocational agriculture.

Uses of Motion Pictures

Each teacher who participated in the survey indicated that he had several objectives or purposes in mind when showing a motion picture to students. Motivating students when presenting a new subject was a distinct purpose of ninety per cent of the teachers. Other objectives were: To create interest in topics being studied, and to present information about topics being studied. For a complete list of objectives the reader is referred to Table I.

Objections To Using Motion Pictures

Objections to using motion pictures as teaching aids were very numerous. The major objection was that films were not available when desired. Limited time to use films before returning them was a handicap according to several teachers. A third objection was that the subject matter presented was too technical for high school students. A complete list of teachers' objections to usage of motion pictures as teaching aids are recorded in Table II.

SUMMARIES

1. The teachers had several educational objectives or purposes in mind when showing motion pictures. Some of the more significant ones were:

- a. To motivate a class when presenting a new subject.
- b. To create interest in topics being studied.
- c. To present information about topics being studied.
- d. To follow-up field trips and classroom activities.
- e. To show exact techniques when using practices.

TABLE I. Objectives or Purposes In Using Motion Pictures As Teaching Aids In All-Day Classes.

Objectives or purposes	Per cent of films used and Number of teacher using films for this purpose										
	0	10	20	30	40	50	60	70	80	90	100
To Motivate class when presenting new subject.....	6	17	15	8	4	10	2	3	6	5	2
To create interest in topics being studied.....	3	5	11	8	3	13	4	4	5	12	10
To present information about topics studied.....	1	2	9	6	5	10	7	5	7	14	12
To follow-up field trips, activities in the classroom.....	11	11	10	6	6	6	5	7	6	7	3
To show exact techniques of using practices.....	8	12	12	1	7	8	3	4	8	9	6
To entertain students.....	34	28	6	5	0	1	1	2	1	0	0
To "kill" time just because film is available.....	66	10	1	1	0	0	0	0	0	0	0
To change unfavorable attitudes.....	25	11	10	7	4	11	2	0	5	3	0
To create emotional reactions.....	45	10	7	2	1	5	2	0	3	1	2
To inspire students to strive for higher goals.....	65	9	7	5	5	8	4	3	9	7	15

- f. To inspire students to strive for higher goals.

2. There are several significant objections to using motion pictures as teaching aids. Some of the more important objections given were:

- a. Improper subject matter.
- b. Subject matter too technical.
- c. Film not available when desired.
- d. Limited time to use films before returning them.

Conclusions

- 1. Teachers encounter several difficulties when they secure and use motion

pictures as teaching aids. Most of these difficulties can be greatly decreased or eliminated by: increasing the number of available films, better distribution of films, and introducing an educational program on the use and care of projection equipment.

2. All teachers agreed that motion pictures properly used tend to increase the thoroughness and effectiveness of learning in vocational agriculture.

3. Some motion pictures are shown with no educational objective such as entertainment for students, or to "kill" time.

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TABLE II. Objections Raised by Seventy-Eight Teachers To Using Motion Pictures As Teaching Aids.

Objections to using motion pictures	Number of teachers and per cent of time objection appears										
	0	10	20	30	40	50	60	70	80	90	100
Not a suitable means of teaching.....	52	15	6	2	1	0	0	2	0	0	0
Improper subject matter.....	25	23	12	6	3	9	0	0	0	0	0
Subject matter too technical.....	26	33	9	5	2	2	1	0	0	0	0
Subject matter too elementary.....	48	24	2	2	1	1	0	0	0	0	0
Cost exceeds value received.....	57	14	2	3	1	0	0	1	0	0	0
Requires too much time to handle and show.....	62	13	3	0	0	0	0	0	0	0	0
Students' dislike for motion pictures.....	70	8	0	0	0	0	0	0	0	0	0
Disciplinary problems when showing films.....	66	11	0	1	0	0	0	0	0	0	0
Films not available when desired.....	20	10	12	6	4	9	1	6	7	5	2
Limited time to use films before returning.....	36	22	2	6	2	4	1	0	5	0	0

*Based on Master's Thesis, North Carolina State, 1949.

¹Motion pictures applies to 16 m.m. films only.

A lesson in adult education from experience

HAROLD SILVERNAIL, Teacher, Edmonds, Washington

EXPERIENCE IS TRULY a great teacher. Probably no single endeavor has given vocational agriculture instructors as much experience in adult education as the veteran training program, in which we are still engaged. Undoubtedly this experience will greatly benefit adult programs, in future years, and no doubt will be a stimulus for more and better adult education programs.

Good adult instruction, especially of farmers, certainly requires professional skill. Wise planning and the best teaching techniques are necessary companions in a good adult program.

Adult education usually differs from the day-school program for boys in the practicality of approach. It is quite possible that day-school instruction could improve as the result of teaching techniques learned in the adult program.

When the veteran program in agriculture started in Edmonds, the state and national plans for this huge undertaking were just crystallizing. Just what was to be taught these veterans wasn't too well defined. The instructions for the course of study included a very general course in agriculture, including farm shop. Some plans contained the approximate time to be spent on each phase of agriculture. With this meager information, we waited patiently for veterans to enroll in our class.

No Escape

Having no knowledge or experience with fur farming, we were somewhat amazed and even baffled when we found that all of our trainees came from mink farms. Immediately we expressed our total unfamiliarity with mink and tried to dodge the issue before the class became organized, but the veterans needed and deserved help. We were the only agency set up to do the job so we decided to try to help them. It was then that we took advantage of the suggested course of general education in agriculture that had been set up by the Veterans Administration and the State Board for Vocational Education as a guide for this agriculture training.

Many of the farmers asked to attend our first class in order to find out how they were to proceed with on-the-farm instruction for their trainees. Some of them were also obviously interested in what the school was going to offer them as mink farmers.

In our first class meeting we explained that our instructions for this veteran class were to teach a general course in agriculture covering all phases of local farming. Being in an area predominately poultry, we suggested the poultry enterprise as a possible starting place.

Receiving no objections from the large group of fur farmers and trainees, we started in somewhat of a usual day-school unit-system procedure.

Veterans Insist

At the beginning of our third meeting one of the fellows stood up, called us by name, and said that the trainees and farmers had held a special meeting at which they discussed the veteran school, and that they wished to talk to us in a very friendly and helpful way about it.

We knew about what to expect because we had sensed a lack of enthusiasm in our previous meetings. These fellows wanted to talk about mink and cared not in the least about any other phase of agriculture, especially poultry. When the expected news was expressed, we quickly reminded them of our unfamiliarity with mink and suggested that they attempt to get someone who knew the mink farming to do their instructing. To this they retorted just as quickly that no one available was qualified to instruct such a class and they very much wanted us to continue, but asked if the classes could be slanted toward mink. They encouraged us by telling us that we knew the teaching technique and the basic agriculture sciences, and wondered if this, combined with the experience of established farmers and specialty experts, couldn't make for a good educational program on mink farming. To this, after a lengthy discussion, we agreed without hesitation.

Now we had the problem of setting up a course of study for a phase of agriculture that no one we knew had ever attempted before, at least in a G.I. class. We spent the remaining part of this extra-long session laying plans for our next meeting.

Help Is A Two-Way Proposition

To our next meeting we invited all interested fur farmers, even some from great distances. Also to this meeting we invited many persons in allied fur fields, such as pelters, feed dealers, fur exchange commission men, furriers and veterinarians. To this group we explained our problem and then enlisted their help to set up a program that would actually become a course of study for our mink farming veteran class. We decided, since very little had ever been printed about mink farming and there was practically no experimental work available, that we would invite all of the local mink farmers to every class meeting, in order that they might share experiences with the trainees as well as with each other. The results of this combination have been remarkable. The changes that have occurred even on old established mink ranches in the area are phenomenal. The harmony that exists

among the fur farmers is wonderful. In fact, we have been petitioned by veterans seventy-five miles away to enroll in the class because of the down-to-earth instruction. Most of the trainees enrolled have never missed a meeting.

This four-year experience has taught us several things. To sum them up, we include the following:

1. Adult farmers usually know what they want and won't be satisfied with anything else.
2. An adult class should be set up only when there is a definite need and a purpose.
3. The adult farmers must be in on most all of the planning before a successful class can be conducted.
4. Adult farmers have many of the answers. If enough farmers participate the right answers will usually come from the group.
5. The farmers must participate heavily in discussion. Most farmers are proud of their accomplishments and like to tell others about them. This keeps farmers interested in their class.
6. If problems arise that no one in class can answer, get a specialist in that field to answer the problem.
7. If smoking is permitted in class much of the tension is eliminated. Rest periods for smoking waste too much time.
8. Farmers are practical men; keep all class discussion on a very practical basis.
9. Do not try (as a teacher) to do all the work of organizing, etc., yourself. The farmers will help you and enjoy doing it if there is a need for the class.
10. Use every possible teaching technique. Vary the ways of presentation. Add interest and spice to your class by trying new methods of teaching. Keep the class guessing about what's coming next.

Use of motion pictures

(Continued from Page 153)

4. Correct film projection is a necessity if the full educational value is realized. Proper seating arrangement, darkening and ventilation of the classroom are also very important factors.

5. If the duties of the teacher of vocational agriculture are reduced sufficiently to permit ample time for class preparation, more effective use of motion pictures will result.

6. The educational value which students receive from seeing a motion picture is largely determined by the teacher who uses it.

Recommendations

1. Motion pictures should be used where motion is vital to give effectiveness to the lesson. This opportunity may present itself in the all-day class, the shop class, or in the adult class.

2. A need for further study of motion pictures in regard to a number of phases is indicated.



Third annual tour by Utah Young Farmers

FRED CORNABY, Supervisor, Richfield, Utah

THE third very successful annual State Young Farmer Tour was conducted on Friday and Saturday, September 22 and 23 in Utah's semi-tropical area known as Dixie, located in the extreme southwest portion of the Beehive State. The 250-mile tour was directed by State Young Farmers President Dean Gardner, of St. George, and State Secretary Caine Christensen, of Enterprise. The first tour sponsored by this active state organization was conducted in Utah's colorful Cache Valley in Northern Utah during the late fall of 1948. A general snow storm on this occasion kept the touring Young Farmers' attendance to less than a hundred. In 1949 a delegation of 368 members and advisers from some 27 organized chapters toured the south central portion of Utah in what was at that time thought to be a very large group. This year some 361 Young Farmers, 60 chapter advisers and 20 guests added up a total attendance of 441 different individuals on the tour. More than 90 automobiles carrying delegates from some 38 functioning Young Farmer chapters scattered throughout the state joined in the tour. Many Young Farmers traveled over 350 miles to participate in the annual affair.

First Stop

The tour was begun at Parowan, Utah, on Friday morning by an illustrated lecture on the making of ceramics by Principal A. C. Hatch of the Parowan High School. The discovery of large deposits of a very high grade molding clay in the Parowan area has prompted the class in ceramics taught at the high school by Principal Hatch. The group was next taken to Young Farmer Robert Mitchell's 3000 hen capacity poultry farm where they saw a large two story layer coop in operation. Next stop was made at Young Farmer Earl Bunn's where his inventive ideas were crystallized to construct a large 15,000 bushel capacity granary built on a side hill to permit filling from the top by dump truck and emptying

into truck beds at the bottom. The final stop at Parowan was to visit progressive farmer Ray Lyman's cattle feeding yards where alfalfa silage was both being fed and ensiled on the day of the tour. The chopped alfalfa was being placed in a pit silo about two hours after cutting to permit some drying. Mr. Lyman's argument for feeding alfalfa silage was that it reduced bloat, eliminated stem wastage, and provided a succulent nitrogenous feed over the fall and winter months.

See College Farm

From Parowan the tour motored to Cedar City where they visited the Branch Agricultural College Farm. Here one of the most outstanding small herds of Hereford breeding cattle in the state was seen. Also shown to the group was a large herd of Rambouillet sheep that were being used for range feeding studies. From the college farm the group drove to the college campus in Cedar City where a seven course cold turkey dinner was served the group with the compliments of the Parowan and Cedar City Young Farmer chapters.

The mammoth iron mines west of Cedar City were next visited which provide massive Geneva Steel Mills near Provo with its raw materials. From here the group toured a new development area on one of Utah's west deserts, brought into production by the use of pump wells. In this area, known as Escalante Valley, more than a hundred Young Farmers have brought over 15,000 acres of fertile land into production. Some 150 pump wells have been drilled for irrigation purposes ranging in depth of water lift from 40 to 160 feet. The wells have an average pumping capacity of 1,000 gallons per minute and are provided power from rural electrification lines. The principal crops of the area are potatoes, sugar beets, carrots, and alfalfa. Completing its fourth year of development, it appears that still greater expansion of the area is only a matter of time.

Driving to Enterprise on the south, a flock of 38,000 turkeys was seen on

feed. From here the group was directed to the Pine Valley Recreation Park located high in the pines above the 8,000 foot elevation mark which provided the setting for an outdoor picnic and program. The Dixie and Escalante Valley Young Farmers at this point played host chapters to the group with a four head deer venison fry which was most appetizing. At the program's conclusion the touring Young Farmers drove 40 miles to St. George where motel accommodations were in reserve.

On Saturday morning the group assembled at the Utah-Idaho Sugar Beet Seed Segmentation Plant. Here plant manager Gordon Clark explained Dixie's beet seed industry which produced in its peak year of 1948 a harvest of two million pounds of cleaned segmented seed from 850 acres of beets. The beets are ordinarily sown in late August and the seed stalks harvested the following July.

From St. George the tour drove south to George Segmiller's farm where 100 acres of productive farming land has been reclaimed from boggy river beds of the Virgin River. Mr. Segmiller first drained the area, leveled the land, then used the drainage water for irrigation purposes. He is sowing the new area into grass for seed production purposes and permanent pasture.

In Washington fields to the east, a very efficient cattle feeding operation belonging to Evan Woodbury was visited. A 330 ton concrete silage pit was used on the farm and concrete feed mangers had likewise been built. From here the tour drove to the La Verkin Ball Park where the Long Valley, Kanab, and Hurricane Young Farmer chapters were hosts to another cold turkey dinner. Grapes and apples grown in the area were welcome desserts.

Looking To The Future

The 1950 Utah State Young Farmer Tour was both educational and recreational. Few areas have the diversification in farming or scenery that was found in Dixie. The hospitality of the area is limitless as was evidenced by the very friendly atmosphere and huge meals served by the seven host chapters. Most of Utah's 50 organized Young Farmer Chapters were represented on the tour. It is interest in activities such as these that will keep the Utah Young Farmers a growing functioning organization.



**Farm veterans and their families meet for a picnic at
instructor's farm**

—Cut through Courtesy of Belle Plaine Union.

Extra-curricular activities for veterans

GUY A. STOCKDALE, Teacher, Panora, Iowa

"**A**LL work and no play makes Jack a dull boy," applies to veterans taking on-farm training. Alfred Lahn, instructor at Belle Plaine, Iowa plans to avoid that mistake.

Each summer members of his class with their families spend an evening at the Lahn farm for a picnic supper. The accompanying picture shows the group present for such a picnic this summer. Mr. and Mrs. Lahn are at the left end of the line. The evening was spent visiting, playing cards and "looking after the children."

Then in December each year Al treats his class members to a steak dinner at local cafe. In appreciation the class last year presented their instructor with an easy chair. After all a man who teaches veterans, manages a 160-acre farm, is a member of the Lions Club, on the library board, on his church board and is active in Farm Bureau and other community affairs does need relaxation.

But social activities have not meant the neglect of more important activities in the training of veterans at Belle Plaine. Of the present class of twenty-four, ten are doing some soil conservation work on their farms while seven more have put five year soil conservation plans into operation. From the beginning trainees have kept farm accounts in the book prepared by Iowa State College. They also keep a home account book.

Mr. Lahn raises seed corn for a hybrid company and is therefore much interested in corn borer control. He prepared a simple record form with columns for each field and spaces for the history of each field, plowing date, planting date, kind of corn, date and count of borer egg masses, date and methods of control used and results.

All twenty-four members of the class kept such a record.

Veteran training at Belle Plaine was begun in March, 1947 by the writer who directed the program until he changed schools in 1949. In the beginning he and several others did both classroom and on-farm teaching. When the Veterans Administration decreed that a full time instructor should be employed, Mr. Lahn took over early in 1948.

Since March, 1947 to August, 1950 a total of 55 veterans have been enrolled. Five have changed schools and three were dropped. Fourteen farm employees have completed a year of training. Nine self-employed have completed two years and ten more will complete two years by next March. Two P.L. 16 trainees are completing three years. One has a fine herd of Hereford cattle now and the other has a dairy herd on which he keeps records. •

Adults in contests

THE Year-Round Grazing and Conservation contest for adult farmers, young farmers, veterans and non-veterans enrolled in vocational agriculture courses will be sponsored this year by the Arkansas Farm Bureau Federation in cooperation with the State Vocational Agricultural Department.

This announcement came from Waldo Fraisier, executive secretary of the State Farm Bureau and C. R. Wilkey, state supervisor, Vocational Agriculture Department.

Purpose of the contest is to encourage adult and young farmer students to develop a year-round grazing program to provide feed for livestock, to conserve the soil and to utilize the acreage

diverted from row crops.

Prizes totaling \$1,000 will be awarded to the winners in the contest.

For contest purposes, the state has been divided into four districts. Eight cash awards will be made to individuals in each of the four districts with only one winner in a county. The district winner will compete with other district winners for the state cash award.

Those eligible to enter the contest include former students regularly enrolled in Adult Evening classes, Young Farmer classes, and On-the-Farm Training classes in vocational agriculture.

A farmer is considered enrolled in adult and young farmer courses after attending three or more class sessions during the school year ending May 31, 1951. Veteran class enrollees are considered enrolled if formally enrolled between July 1, 1950, and December 31, 1950.

Some of the practices which the contestants will be judged on include, preparation of land for seeding, having soil tested for fertilizer nutrients' needs and acidity, use of commercial fertilizers and lime, seeding or sodding of base grass, overseeding base grass, fencing, developing water supply where inadequate, harvesting, drying and storing seed for grazing crops, proper balance of livestock, rotating of pastures and grazing, application of barnyard manure, terracing, drainage, tree planting and fire prevention.

The first judging took place in December. Judging on the various local, county and district levels will be continued until the early part of May, with the final selection of district winners being completed by May 20.

An achievement program will be held in Little Rock early in June of 1951 for awarding of prizes. Winning farmers and teachers will be invited.

—Arkansas Farm Bureau Federation

"Education is guided growth." In spite of diplomas and degrees, the best-educated individual is the one who keeps growing and makes wholesome adjustments to worthy life situations.



Class meets at experiment station

M. S. MURRAY, Teacher, Cameron, Wisconsin



NOT every one of the more than 180 adult evening classes in Wisconsin was so fortunate as the group of 35 farmers and their wives who have been attending classes for several winters at the Spooner Experiment station under the direction of N. K. Aderhold, who is the instructor in the high school there.

Particularly fortunate, too, have been the members of the class the past year for they were able to hold their meetings in one of the rooms of the newly built

station building which was just completed this past year.

Its members were able to study first hand the soil problems which are most typical of their own farms. The branch experiment station is but one of the many stations located throughout the state in different soil type areas.

Aderhold reports that during the 20-

week session, meeting once a week, the group covered the subjects of farm accounts, and good farming practices in poultry, dairying, crops and soils.

As a summary of the work the members reported that over 400 acres of soils were tested for fertilizer needs, 96 acres were limed, 109 acres of alfalfa and brome grass were sown, 228 acres of land received commercial fertilizer which had never had a pound before, and 87 orchard trees were set out in addition to a number of old orchards which were renovated.

McClay, Mowery, Simon win honors

David R. McClay, our colleague now on leave pursuing a program of studies leading to the doctorate at Cornell University, Albert S. Mowery, assistant professor of agricultural engineering, and Joseph E. Simon, teacher of agriculture in Mt. Pleasant Township High School, Westmoreland County, won honors and cash awards in the Second Agricultural Award and Scholarship program of The James F. Lincoln Arc Welding Foundation.

—Pennsylvania Agricultural Education

The 1950 executive committee of the N.A.V.T.A. held fruitful meetings in Miami



N.A.V.T.A. Executive Committee, 1950. Left to right: J. L. Harvey, Loveland, Colorado, vice-pres. Region II; C. W. Seabond, Reisterstown, Maryland, vice-pres. Region VI; Leroy Bunnell, Tremonton, Utah, vice-pres. Region I; Parker Woodul, Portales, New Mexico, president; L. E. Cross, San Jose, California, past president; A. C. Hale, Camden, Arkansas, vice-pres. Region V; Louis M. Sasman, Chief, Agricultural Education and A.V.A. vice-pres. for Agriculture, Madison, Wisconsin; Neil Johnston, Clarinda, Iowa, vice-pres. Region III; Maxwell Lambo, Neosho, Missouri, vice-pres. Region IV; and J. S. Smith, Lake Geneva, Wisconsin, treasurer.

How to sell your program

a symposium of ideas

L. M. DODD, Teacher, Modesto, California

BUILD yourself a clover patch, and make it green," says Ken Kitch, head of Agricultural Journalism, California State Polytechnic Institute, San Luis Obispo.

"Train a demonstration team," says George Couper, Special Supervisor, State Bureau Agricultural Education, "Have it tell a story, then cast about for an audience." If you doubt its value, study Extension Service methods and their results.

Have something to display, dress it in Sunday clothes, deputize one-half the population to invite, take, and sponsor the other half and your show will be a success.

"Public Relations" is that art of acquainting the public with the activities, purposes, policies, and accomplishments of your organization—so simply said—so difficult a job—now, how to do it.

"If local level public relations were as good as possible, there would be no problem," says Couper. Starting there seems a good place to begin.

Building your "Clover patch" to demonstrate may be done in a thousand ways—your own ingenuity will help you make the best plan for your community.

All shows and fairs, and most F.F.A. activities, are training devices, "A clover patch" of educational value, but says Couper, "We need badly to tie in the F.F.A. connection." All too often, the "win" emphasis overshadows those who won most by losing. In your free publicity news write-ups, stress the educational value; recognize the boy who also ran.

A fair booth is an example of a silent "clover patch."

A team demonstrating how to fit a show steer would be one with action, also, your parliamentary team.

As a team is getting ready to perform, unfold a three-sided lettered poster which will stand alone, and silently the F.F.A. story will be told.

To illustrate: By George Couper

F.F.A. Learn to Improve Agriculture Through Systematic Instruction

Home Supervised Practice	Activities
Sheep	Parliamentary Procedure,
Beef	Fairs, shows, contests, public speaking
Dairy	
Swine	
Crops	

Now to get people to look at your "clover patch." Every service club in town will welcome your little show.

Make it a show. Small or large, invite the public and certain people by personal invitation. "Have your boys do it,"

said Kitch, asking, "When can I call for you?" and saying, "I'll bring you back." Be sure each guest has a sponsor, so he or she does not feel uncomfortable.

Public relations are a job beyond one individual; you must enlist the aid of your boys if they are to profit from the real purpose, training in leadership. The participation of parents, Young Farmers, other teachers, all the community, is essential for the best job of selling your "clover patch."

When it's over, show appreciation, have your boys thank the speaker, the guest, or host. If possible, follow up with a letter. "Nothing goes as far and costs as little as courtesy."

Administrators are busy people, but get them to visit or participate in your programs as often as you can. If they know your problems, aims, and accomplishments, they are likely to know the value of your program to the community. "Remember," says Kitch, "They probably pay most attention to a department because of complaints received, praises heard and information given."

Administrator's Day

One of California's Agricultural Teachers Association's objectives in public relations is to increase principals' attendance to an especially arranged "Administrators Day" during the yearly state conference; this, to familiarize them with objectives and problems of our programs. To accomplish, local teachers personally invite and urge their principals to attend, pointing out a special program has been arranged, with one of their own group as principal speaker. Also, Byron J. McMahon, Chief, Bureau Agricultural Education, sends a personally written invitation to each principal in the state.

Much can also be done on a local level to improve our relationships with other teacher groups or those groups in allied fields, such as the Farm Bureau and Grange. We need their support, and our cooperation will advance their program, also.

Never miss an opportunity to invite outsiders to participate in your events as spectators or speakers, but always remember to give them a sponsor. You know how unpleasant it can be in a strange group, wandering aimlessly about, wishing it were over. On the other hand, if you are made at ease, you enjoy being there and go away with a good feeling. Wherever possible, attend other group meetings. Frequently, they would like you to speak to their group, at least you are a welcome guest.

"Make your chapter reporter work to write the news," says Bert Rinn, Regional Supervisor, Fresno, "They can

do an amazing job with little training." Most all newspapers will edit news for facts, so you need worry only if the facts are true and complete with names, addresses, and dates. If you have time to put it in better form, well and good.

Magazine material will require more careful handling. Busy editors usually will not rewrite, nor print the ordinary. If you have an unusual story or a new slant on an old idea, your chances are good to get it printed.

Action pictures will make your "clover patch" effective and readable. If possible, send pictures.

Some Solutions

"One fault of over-all Future Farmer publicity has been the lack of personnel," said Couper, "to cover sectional events and publicize the whole group." We individually rush home with our own chapter's news, but there is no one individual who can cover over-all F.F.A. participation in the hundreds of fairs and shows. State bureaus do not have the men nor the funds to do such a job—or would it be practical.

One possible solution would be to organize agriculture teacher sections into a unit responsible for over-all coverage within that section. Make one person responsible in each area, let him draft his helpers, arrange with the press beforehand to take his reports by phone. You can get a lot of A.P. and U.P. news coverage, if the *total* story is available to the wire service.

Think what it would mean to our organization if every section in the United States would really do a job on the big events. Many times we could get a press photographer on the job, give him a little help, and increase our publicity 100 per cent.

One last suggestion for your teacher's program of work, study the methods of the school doing the best job in your section.

"Take a new school, or one which hasn't put its best foot forward," said Kitch, "set up a program of publicity its teacher can work toward, then help him do it." Every one of us could spend one-half day during the year to give that one school a boost. Supervisors would welcome you on such a program and give you every possible help. "Keep a scrap book to show your progress," says Kitch.

This is not meant to be a handbook on public relations which would require rehashing much you now do well, or have taken steps to accomplish. Rather the ideas are presented to stimulate your teacher conference discussions.

Let us all then build ourselves a "clover patch"—and make one school in our section a community project—we teachers the demonstration team.

When nothing seems to help, I go and look at a stonemason hammering away at his rock perhaps a hundred times without as much as a crack showing in it. Yet, at the hundred and first blow, it will split in two, and I know it was not that blow that did it but all that had gone before.—Jacob A. Riis

Evaluation and improvement of student teaching

In agricultural education at the University of Tennessee*

BONARD S. WILSON, Teacher Education, University of Tennessee

(Part I was presented in the preceding issue.)

II

A. The Curriculum

Technical Agriculture—Technical agriculture is used to describe the courses in agriculture and those specifically required as requirements for agriculture courses. Although the word technical is used, the courses should not be too technical if they are to be best suited to future teachers of vocational agriculture. They must cover the entire field of agriculture that is important in the area where the student will teach vocational agriculture. The courses should be free of extraneous and unusable material to allow time for solving the problems of present day agriculture in Tennessee.

General Cultural Courses—The term general cultural courses is used here to describe all those courses in the curriculum other than technical agriculture and professional courses. There should be a sufficient number of them in the curriculum to give the students a general education. They should be so taught that they are functional. Students should secure usable aids from the courses that will help in living the better life.

Professional Courses—All the courses in psychology, education, and agricultural education are included in this category. Student teaching will not be discussed at this point. A separate section will be devoted to it.

The professional courses should help students develop the abilities necessary for teaching vocational agriculture. In terms of common elements, professional courses should be taught as the students are expected to teach. They must be taught only by people who are aware of the current problems of teachers of agriculture.

Most of the professional courses should come before student teaching. Conclusions must be reached before they can be tested. There should be some time after student teaching for the student teachers to evaluate their progress and to solve the new problems that arose or to figure new solutions to problems that were not satisfactorily solved. No lines can be drawn to divide the time for all students. There must be opportunity, however, to draw conclusions to be tested and then to restudy if the testing proved the conclusions to be faulty. Perhaps it would be best if such were going on all through the professional courses.

*Based on Doctoral Dissertation, University of Illinois, 1950.

Extra-class Activities—All the activities in which a student participates outside of class could perhaps be considered as extra-class. For the purpose of this construct, only such activities that are sponsored by the university will be considered extra-class.

Every student should have a balanced program of extra-class activities to develop needed abilities that are not developed in class. Perhaps the better solution would be to design and teach courses in such a way that all of the abilities needed for teaching are developed in the class under the direction of the teacher.

As conditions are, extra-class activities are a vital part of the education of future teachers of vocational agriculture. The staff in agricultural education should spend the time necessary to help the students gain the most from these activities.

B. Teaching Experience

Junior Year Experiences—Prospective teachers of vocational agriculture should receive some directed experience in the work of a teacher of vocational agriculture during the junior year. Such experience will allow them to learn by doing and also provide information that will be valuable in making a choice of vocations.

Senior Year Experiences—The senior year experiences constitute a period of time of sufficient length for the student teachers to participate in the activities of teaching vocational agriculture in a selected student teaching center under the direction of competent cooperating teachers and university supervisors. It should help them to further the development of the abilities necessary for teaching vocational agriculture.

There must be a period of time preceding the actual participating experiences for the student teachers, under the direction of university supervisors and cooperating teachers, to plan individual programs of student teaching based upon their own needs. In addition to the sessions during the student teaching period, there must be time at the end for evaluation of progress and for solving problems that are still unsolved.

Student teaching must be done in the best departments and under the direction of the best teachers of vocational agriculture. In addition, the department and the teacher must be capable of doing the job of teacher education. Student teaching should be done in a community similar to the one to which the student

teacher will likely go as a teacher.

Internship—Internship is taken to mean teaching experience that is provided under guidance on the graduate level. There is much merit in such experiences. A sound internship program must be based upon a sound program of participatory experiences during the undergraduate years. Internship should not be established in agricultural education at the University of Tennessee until the undergraduate program has been much improved.

C. Physical Facilities

Needs—The needs for physical facilities are greater for student teaching than they are for other courses. In addition to having available a class room, library facilities, and other requirements of regular courses, student teaching requires student teaching centers and transportation for staff and students.

There should be enough student teaching centers available so there would be one for about every two students each quarter. In some cases, one center to three or four students would be sufficient, but in most centers in Tennessee, two student teachers to a center is about right.

Transportation must be provided the university supervisors to make their visits. This must be handled either by university cars or by paying mileage for the use of the supervisor's private car. If the budget will allow, students should be provided transportation to and from the department when making their initial visit to the student teaching center and when moving to and from the community for student teaching. Visits within the community to supervise farming programs should be considered as official mileage and be reimbursed from vocational funds.

D. Supervision

What Supervision Is—Supervision is good teaching. The place may not be the classroom and the group may be small or even may be only the teacher and one student, but the use of the best teaching methods are never more necessary. Many consider supervision as policing or inspection, hence the name "snoopervision." The student should be led to recognize his problems and then aided in finding solutions to them.

Who Should Supervise—The student teachers should be supervised by the cooperating teachers, by university supervisors, and by other student teachers. When supervision is considered a learning situation, anyone that is familiar with conditions should have a contribution to make. Student teachers will have to supervise themselves as teachers and also supervise assistant teachers, so every opportunity should be given them to learn how to supervise.

When Supervision Should be Given—Supervision should be given whenever needed. The cooperating teacher need not be present at all activities of the student teachers, but he should always be available if needed. The university supervisor should, in so far as possible,

(Continued on Page 166)

F.F.A. tractor driving contest shows promise in Nebraska

C. A. CROMER, Teacher, Kearney, Nebraska

THE first tractor driving contest which the Kearney F.F.A. chapter sponsored was the result of an argument. This friendly feud arose four years ago among several of the older members. Each insisted that he was the best tractor driver in the group. To settle the quibbling, a course was laid out, designed to measure driving skill and precision maneuvering.

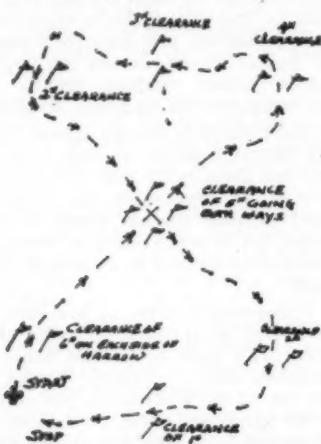


Fig. 1—Course for tractor with 4-section harrow.

The course designed (Fig. 1) consisted of a series of 20 flagged stakes, arranged in the form of a figure "8." The stakes were arranged so that the entire course covered about two acres of land. The arrangement of these flags required the contestant to make his approach from straight head-on in order to pass through without hitting the stakes.

was allowed on either side of the harrow. The clearance between the remaining sets of stakes, with the exception of the last pair, varied from four to two inches on each side of the harrow, depending upon the difficulty of the angle of approach. That last set of stakes allowed only one inch of clearance on either side of the harrow.

It was interesting to note that the contestants usually had about as much trouble passing through the first set of stakes with the six-inch clearance as they did with the last set of flags with the one-inch clearance. The explanation was believed to be that the contestants were usually more relaxed by the time they were about to finish their drive. Also, with the stakes set in closer, it was easier to hit the exact middle.

Scoring was made on the basis of two points for each stake knocked over and one point for each stake hit but not knocked down. That total was sub-

tracted from 100. Also, each student could add a maximum of 10 points to his score for safe operation of the machine. Deductions were made on the mounting, dismounting, clutch operation, turning, gear shifting, and any violation of safe tractor operation.

That first contest promoted such an interest among young tractor operators that it has been incorporated as a yearly event at the Buffalo County Fair. For the past three years, the contest has been county-wide, with F.F.A. members from three schools in the county competing. Prizes, amounting to \$150, have been awarded to the top 15 places. This money has been furnished by the Sears-Roebuck Foundation for the past two years. In addition, ribbons are furnished by the fair board. The champion tractor driver receives the only purple ribbon, with four blue, five red, and five white ribbons going to the remaining place winners.

Since the first year, a stipulation was made that all contestants would have to compete on the same make of tractor. It was discovered that if each member were allowed to use his own tractor, arguments were sure to arise about certain individuals having the advantage of a slower speed. In addition, much



1950 winner of the tractor driving contest with his prize, a $\frac{1}{3}$ hp electric motor.



Backing the two wheeled trailer through the course of flagged stakes in Fig. 2. Best time for the contest was 39.1 seconds.

Pulling the 4 section harrow through the course of flagged stakes in Figure 1.



The distance between the flags varied with the width of the harrow. In all cases, however, a four-section harrow was used. The first stakes were set the widest. An allowance of 6 inches on each side of the harrow was made between the first stakes. Then, on the second and third sets of stakes, a five-inch clearance

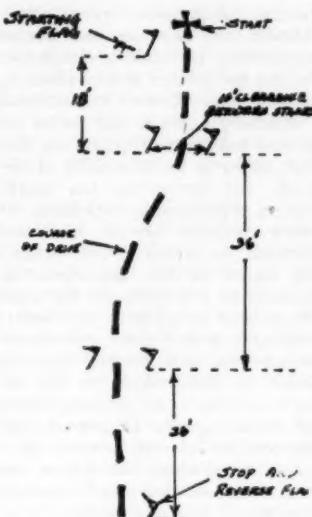


Fig. II—Trailer backing course.

time was lost hitching and unhitching the harrow. A different make of tractor has been used each year. That selection is not announced before the contest.

An attempt was made this fall to enlarge the scope of the contest to include another phase of tractor operation—trailer backing. Again, a course (Figure 2) was set up. This time only four stakes were used, with a stopping stake on each end. A two-wheeled machinery trailer, eight feet in width, was used. The stakes were set 10 feet apart and were not in a direct line, requiring maneuvering to avoid hitting the stake. The student first drove forward through the stakes and then returned over the same route in reverse.

The contestants were graded on the number of seconds they required in driving both ways, plus 10 points for each stake hit and ten points for each attempt needed, with the total subtracted from 150. Again, it was possible for the contestant to add a maximum of 10 points to his score for safe operation, on the same bases as in the four-section harrow contest. Final placing was made on the combined scores of both contests.

The tractor driving contest was conducted on a district basis last spring at the Nebraska District VI Judging Contest. A two-contestant team from each of the sixteen schools competed during the afternoon while the judging scores and results were being computed. Ribbons were awarded to the 10 top individuals and to the 3 top team placings.

The contests have proved very worthwhile in promoting interest and skill in safe tractor operation among school age students, besides providing an excellent chapter function at a time when motivation is being generated for another school year's activities.

It won't hurt even th' feller that's plum sure that he jest natcherly knows it all to check up on his information occaionly.—W. W. Shay

Future Farmer Accident Insurance

H. M. OLSEN, Supervisor, Washington

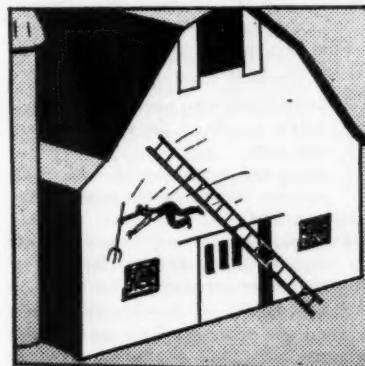
BECAUSE of the many types and, in some cases, hazardous activities of the Future Farmers of America, the supervisors and teachers of vocational agriculture in the state of Washington have indicated considerable interest in accident and medical insurance for those boys. The writer has made an investigation of the problem and has contacted several insurance companies to present ideas and wishes in regard to such insurance. Two companies accepted a proposed plan and, in turn, submitted their ideas for our consideration. A committee of five instructors considered the two plans and selected the company and the plan that is now in operation. On a voluntary basis, a Future Farmer in this state now has the opportunity of taking a \$500 accident and medical policy to cover him against all injuries sustained. This policy has a 24-hour coverage and the only exclusion is while participating in organized physical education classes or in the school athletic program. The policy will pay \$500 on accidental death or dismemberment and loss of sight, in accordance with the policy schedule as outlined in the master policy. Ambulance, hospital, nurses, medical and surgical expenses will be paid up to \$500 for each accident to any one person.

Every active F.F.A. member who is enrolled in high school and who pays the insurance premium of \$2 per year to his local adviser is covered by this policy. The same insurance is available to advisers at the same rate. The policy is automatically cancelled if the member should quit school during his insurance year. Boys interested in buying this insurance coverage will be encouraged to do so the first part of each school year. This will tend to simplify record keeping and to establish all renewal dates during the month of September, so the master policy can be renewed the first of October each year.

The mechanics for operating the plan should prove to be quite simple. The insurance company issues one master policy to the Washington State Association of the F.F.A. This policy is held in the state office. The company provides the various chapters in the state with an ample supply of necessary policy statements and report forms. Members receive a brief outline of the policy which gives a statement of the procedures to follow, what the policy covers, what it pays, whom it covers and the cost. Attached to this statement is an addressed postal card. Upon receiving payment the adviser dates the card, fills in member's name, signs card and mails it to the insurance company. Upon receipt of the postal card the insurance company completes the insurance certificate and mails it to the member. The adviser is provided with a pink and a blue sheet for recording names, date and certificate number for insurance premiums collected. The pink copy is the local

chapter record and the blue copy is sent to the state office along with the insurance payments. Chapter treasurers are encouraged to send state and national dues at the same time insurance fees are paid. The state office prepares additional lists of names and sends these, along with all fees paid, to the insurance company.

The present policy has a \$10 deductible clause. The insurance company and the advisers serving on the committee felt that the boys do not need coverage for such small claims. Also, the payment of all small claims under \$10 would require a considerably higher



premium rate. Without the deductible clause, there would be numerous small claims that would be bothersome and time-consuming for the adviser and the company.

A special claims report has been prepared and each chapter has a supply on hand. Claims are sent direct to the insurance company. This insurance is offered on the premise that a high percentage of the members will buy insurance offered by their state association. This type of policy, sold on an individual basis, would cost approximately \$15. With no sales commission to pay, with simplified record keeping and with good response on the part of the boys, we should be able to keep this type of insurance in force. •

"Education in its broad sense has no particular relation to letters. A man is not educated merely because he is filled with the lore of schools and familiar with books. Education in the big sense is training, training in self-control of mind, and heart, and hand. A man may be illiterate and yet have a mind so trained that he may set it to grapple with a problem, as a skilled workman would use his hand upon a machine. We of the latter type are too prone to look upon the knowledge of printed books as all sufficient and to lose sight of the great purpose of true education which is to fit a man for the duties and responsibilities of life so that all the world may be happier and better because he has lived."

Advisory councils as an aid in improving instruction*

J. M. OSTEEN, Supervisor Agricultural Education, North Carolina

AN advisory council is recognized as a worthwhile asset by many present-day organizations, for example: The A.V.A. has an advisory council composed of 26 A.V.A. leaders as members, which serves in an advisory capacity to the association. The individual school advisory council, or committee, may serve in a similar capacity on the local community level.

The value of an advisory council depends almost wholly on the proper selection of its members. These members should be:

1. Successful farmers or persons with a practical farming background.
2. Individuals who have the confidence of the people of the school patronage area.
3. Long-time residence in the community, except in the case of the principal.
4. Democratic, or not have a disposition to dominate the thinking of the other members.

The teacher of agriculture should serve as chairman. Some of our teachers disagree and think he should serve as secretary. My personal opinion and observation is that he is the man who is responsible for successfully carrying out the recommendations of his advisory council, and if he does not have initiative enough to organize and channel the thinking of his advisory council toward the improvement of his program, then he may be better off without one.

Division of Responsibility

It is the advisory council's responsibility to give advice and guidance. It is the teacher's job to give the instruction. A carefully selected advisory council composed of successful farmers and successful business men can give advice and guidance which, when organized into a program of work, will be pretty sound for the farming area with which they are familiar. After a program of work has been developed through the advice of the advisory Council, the teacher of agriculture takes over the job of working out an improved instructional program. It becomes his responsibility to develop his teaching plans and procedures for his various groups. Those groups, or students, all-day, adult farmer, young farmer, and veteran farmer trainees, are his human resources through which he gets results. These human resources are improved by means of his improved, vitalized instruction. Results are bound to follow in the form of improved farm practices, or better farming, provided the teacher is salesman enough to see that his instruction is carried over to the farm of the individual students. Therefore, we

might say that advisory councils indirectly aid the teacher of agriculture in improving his instruction by assisting in planning the very important foundation—the program of work.

It is not the function of the advisory council to plan the teacher's instructional procedure or to give instruction. This is the job of the teacher of agriculture for which he receives a salary. Our teacher training institution trains them for this job and we supervisors assist them after they go on the job, but neither teacher-trainer nor supervisor is in position to give as sound advice as the members of an advisory council for formulating a program of work adapted to the specific needs of the community.

A teacher's instruction, no matter how well planned and presented, isn't effective if he does not have the confidence and respect of his students, patrons and school officials. His advisory council may give advice on special problems per-

taining to policies, maintaining good relation, and in some cases assume responsibility for making decisions, thus leaving the teacher in a position to continue a more effective instructional job.

Advisory councils may serve as connecting links when teachers are changed, thus aiding in the continuity of the program and preventing too much lost motion, overlapping, repetition, or too much emphasis on the new teacher's personal preference of enterprises without regard to their importance in that community. For example: too much emphasis may be given to the poultry enterprise in a beef cattle community just because the new teacher likes poultry better. In other words, he may be trying to administer an unbalanced program for his community. If properly handled, however, an advisory council can make a very worthwhile contribution towards continuing an improved instructional program in such a situation.

I, as a supervisor, have had occasion to meet with advisory councils several times to work out a solution to some rather delicate problems which would have resulted in the loss of some prestige on the part of the teacher if he had handled them individually. For example: the advisory councils have passed on doubtful farming programs of veteran trainees and assumed responsibility

ADVISORY COMMITTEE

1949-1950

District IV, North Carolina

School..... Principal.....

Teacher of Agriculture.....

I. Names of Advisory Committee..... Name..... Occupation.....

1.....

2.....

3.....

4.....

5.....

(State plan suggests 3 farmers, one business man, and the Principal)

II. Do you have one Advisory Committee for your overall program? Yes No

Or one for each phase of your program? Yes..... No.....

III. List and comment on ways you make use of your Advisory Committee.

(a) Do you use them in planning your program of work?

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for dropping veterans; and, just recently, one of our advisory councils assumed the responsibility of tracing a false rumor being circulated which would have injured the reputation of the teacher and reduced the effectiveness, not only of his instructional program, but of his total program in that community.

I am reproducing the form on advisory councils which I am using at the present time in my district. It provides for the name and occupation of the advisory council members, along with some questions which serve as a reminder to the teacher that we think advisory councils can be helpful in improving his total program, including instruction.

A recent district survey using this form shows that 100 out of the 106 teachers in the district have active advisory councils at present, that most all use the small council of 5 members, 93 use one overall council, 7 use a committee for different phases of the program. Almost all use them in planning their program of work and in handling special problems, and those who use their advisory council in planning their program of work state that their instructional program is built on this program of work.

Answers to question V, "What factors enter into the selection of your advisory committee," the four occurring most frequently are:

1. Select leaders who know the people, the community, and the needs.
2. Select men successful as farmers or as business men.
3. Select men who can hold the good will of the patrons.
4. Select public spirited men who will cooperate.

Answers to question VI, "List any other ways you have found your advisory committee helpful," the four occurring most frequently are:

1. Assist in securing funds to maintain the department.
2. Handle special problems in connection with the veterans training program.
3. Approve policies relative to operation of the shop and cannery.
4. Keep check on any criticism and publicize the work of the department.

Summary

1. Advisory councils can aid the teacher of agriculture in developing a sound community program of work on which he can safely plan an improved practical instructional program.
2. Advisory councils should be composed of successful farmers and businessmen with a practical farming background, and who have the respect and confidence of the patrons of the community.
3. Advisory councils must be carefully selected to be of the greatest value and must be functional in their thinking.

Values of adult farmer classes

(Continued from Page 150)

3. Brings about a closer father-son cooperation which is essential to a good farming program.
4. Increases the respect for vocational agriculture among farmers and causes the department to be more meaningful.
5. Increases cooperation between the department and farmers.
6. Increases the ease of arranging for field trips for classes.
7. Develops better and broader farming programs of all-day students.
8. Alerts the teacher to community needs.
9. Stimulates the teacher to remain abreast of modern agricultural practices.
10. Causes the teacher to become an integral part of community life.

In conclusion, adult education in agriculture meets a definite need in our American way of life. It contributes to the individual farmer, to society in general, and to the total school program. Even though the values gained are difficult to measure their total contributions are enormous. Values gained are cumulative in nature and continue while new groups receive the benefits of this type of instruction.

The aim of all education is brought into sharper focus through adult classes since they enable the individual to solve his problems in a democratic society. Certainly the aim of agricultural education is attained since it increases each farmer's proficiency in his vocation. Lastly it has stimulated educators and the public to the realization that schools do exist for both youth and adult groups. It has shown that education is a continuous process throughout life. It is therefore essential for all public educational programs to conduct adult classes in order to fulfill their total responsibility of preparing people for a full life in a democratic society. •

"Service is a part of our very existence. Nothing can bring any greater joy or peace of mind. Essentially it is unselfish, but when well performed, always it brings not only its own reward, but usually is followed by more substantial rewards."

4. Advisory councils may aid the teacher of agriculture in matters of policy, handling special problems, etc., thus relieving him of possible criticisms which may result in loss of confidence and reduce the effectiveness of his instructional program, or perhaps his usefulness in the community. It is not their function to handle administrative duties.

5. Advisory councils, if handled properly, serve as connecting links when changing teachers, which aid in the continuation of an improved instructional program without too much lost motion, duplication, or radical changes in the overall objectives which were set up by the former teacher and his advisory council. •

Assisting farmers in becoming and staying established in farming

(Continued from Page 152)

ager of a demonstration farm. With these extra duties he could carry the adult program providing he receives assistance from all his teachers, had clerical help, and the young farmer class enrollment did not exceed forty or fifty individuals. On a large area basis including for example several communities or an entire county it is important that the program be integrated and coordinated so as to be an effective unit.

The program outlined here may be new but it has many advantages. First it provides the substance for continuous training with adequate means planned to give experiences on a first hand basis. The set-up contains the elements for continued interest including current problems, new ideas and appealing subject matter for the farm as a whole. It provides the greatest opportunity at the students' most critical period by giving valuable experiences in making the farm pay. It is unquestionably concluded that the profit motive is the greatest incentive for voluntary training.

While there will be some problems in carrying out this program, experiences to date indicate that finances and various local policies are the most important ones. These can be overcome. •

A philosophy of living

The philosophy of living as expressed below by H. C. Ramsower, Director Emeritus, Agricultural Extension Service, Ohio State University, may not serve your needs at all, for each teacher must develop his own philosophy of living. It is presented here with the hope that you will find it helpful in developing your own philosophy of living or in altering your present philosophy if you find there is a need for it.

Each individual must develop his own philosophy of living with himself, his family, his associates, and his friends. The following should be considered:

1. Build good habits for healthful living.
2. Avoid excesses in eating, drinking, smoking, playing, working.
3. Be cheerful, pleasant, friendly at home, about the office, in the field.
4. Show a genuine interest in the people whom you serve.
5. Strive to be always appropriately dressed, neat, well groomed.
6. Keep abreast of the times in your professional field. Do some reading regularly.
7. Plan for professional improvement in the future.
8. Give a reasonable amount of time to your family.
9. Set aside and include in your plan of work time for vacation.
10. If you reach a time when you do not enjoy your work, see a doctor or get another job.—J.D.

—Missouri Service Letter

"There is no wisdom that can take the place of humanity."—Thoreau

Keeping and using PRODUCTION RECORDS FOR SWINE

GEORGE P. DEYOE, Teacher Education, University of Illinois



G. P. Deyoe

PRODUCTION records for sow-and-litter projects are being kept in increasing numbers of departments of vocational agriculture. Such records usually include weight of each litter at 56 days and the number of pigs farrowed and number raised per litter.

In addition, many departments compute the average weight per pig in each litter at 56 days and the percentage raised to 56 days of the pigs farrowed in each litter.

Teachers and students are finding these records valuable for several reasons, such as the following:

1. These records provide measures of efficiency which are closely related to financial returns from the swine enterprise.
2. These records provide measures of each sow's ability to produce, and hence are useful in selecting breeding animals.
3. These data provide a measure of the person's efficiency as a swine raiser, and thus they reflect his level of ability in raising swine.
4. These data serve as a basis for comparing results in swine production each year and from year to year for each student and group of students.
5. These records serve to motivate students to strive for higher accomplishments and to use approved practices which will provide the results desired.
6. Data of this kind are valuable for use in setting goals as well as in measuring efficiency.

The data shown in the following tables were secured from 15 departments in North-Central Illinois.¹ In each department, data were requested for all litters, rather than a selected few. Data are included only for litters in which one or more pigs were actually raised. Most of the litters included are spring litters and a large proportion are the first litters from sows. Data are summarized for 240 litters farrowed in 1948 and 1949.

Guide for Evaluation of Past Efforts and Setting Goals for the Future

Table I serves as a yardstick in helping an individual boy determine how well he did as a swine raiser. Was his litter in the upper third, or in the

middle third, or in the lower third in litter weight? Similarly, how did he "rate" with reference to each of the other measures? In what measures did he rank highest? Lowest? What does he need "to be able to do" if he wishes to improve? (Note: In addition to these comparisons, he should make comparisons with his own previous records, if any.)

column in the table. Thus a person can determine in which third his litter or litters rank for each of the items heading the columns. Also, a person can decide from the data in Table I at what level he wishes to set a goal for each of the measures indicated in the column headings. (Local departments may wish to develop tables similar to the above based on data for local sow-and-litter projects.)

Factors Affecting 56-Day Litter Weights

The data in Table II are classified according to the weights of litters, as shown in the left-hand column. These data suggest that in order to secure heavy litters at 56 days, three conditions are necessary: (1) the sow must farrow a reasonably large number of pigs, (2) the pigs must make rapid

TABLE I. Data for Measuring Efficiency and for Setting Goals for Sow-and-Litter Projects in Vocational Agriculture. (Based on 240 litters in 15 departments in Illinois.)

Litter classification	Weight of litter at 56 days	Average weight per pig 56 days	Number of pigs farrowed per litter	Number of pigs raised to 56 days	Percent raised of pigs farrowed
High third	246 or more	33.7 or more	10 or more	8 or more	100
Middle third	183 to 246	29.1 to 33.7	8 to 10	7 to 8	76 to 100
Low third	182 or less	29 or less	7 or less	6 or less	75 or less
Average for all	217.7	31.5	8.6	6.9	79.7
Range of all	23-465	11.5-58.0	2-16	1-14	17-100

In addition, Table I serves as a guide to boys in setting goals for their swine projects in each of the several measures of efficiency. Should a given boy strive for accomplishments represented in the upper third or the middle third? This is a decision he must make in terms of his ability and his conditions for raising swine. Perhaps, a first-year swine raiser would decide to aim for the average. If his accomplishments for that year merit it, he may set his goals progressively higher in successive years.

Data in each column in Table I are arranged independently of the other columns. These data are based on the results for 240 litters. In evaluating the efficiency of a sow-and-litter project, comparisons can be made with each

gains, and (3) a high number and percentage of pigs must be raised. These conditions involve the use of approved practices related to securing the desired results.

The data in Table III are arranged according to the number of pigs raised in the litter. These data indicate that the weight of the pig at 56 days bears little or no relationship to the number of pigs raised in the litter. In other words, it is about as easy to get a good 56-day weight *per pig* in large litters as in small litters. The only exception to this may be in the case of extremely large litters. (Data from other studies indicate little or no difference in weight per pig even in the larger litters. Due to the small number of large litters

TABLE II. Summary of Data Arranged in Groupings by Litter Weights at 56 days. (240 litters in 15 departments in Illinois.)

Weight of litter at 56 days	Number of litters in group	Percent of litters in group	Average No. of pigs farrowed	Average No. of pigs raised to 56 days	Average weight per pig at 56 days (lbs.)	Percent raised of pigs farrowed
49 or less	4	1.7	6.3	1.8	16.9	28.0
50-99	17	7.1	7.5	3.0	27.0	39.4
100-149	28	10.8	7.0	4.7	27.5	67.0
150-199	57	23.7	8.2	6.3	28.7	76.9
200-249	60	25.0	8.7	7.5	30.6	85.7
250-299	41	17.1	9.5	8.3	33.5	87.4
300-349	26	10.8	10.2	9.2	34.7	90.5
350-399	7	2.9	9.9	9.3	39.7	94.2
400 or more	2	0.9	9.5	9.0	51.0	94.7

TABLE III. Relation of Number of Pigs Weaned per Litter to the Weight per Pig at 56 days, Weight per Litter, and Number Farrows per Litter. (240 litters in 15 departments of vocational agriculture in Illinois.)

Number of pigs in litter	Number of litters	Average weight per pig	Average weight per litter	Average number farrowed
4 or less	33	31.3	95.8	6.6
5 or 6	65	31.4	173.1	7.4
7 or 8	86	32.3	241.8	9.1
9 or 10	50	31.0	290.2	10.1
11 or more	6	24.2	282.7	12.5

¹James C. Atherton, Graduate Assistant in Agricultural Education, assisted with the tabulations.

(in Table III, the figures shown in the last line are not highly significant.)

Use of Progress Charts

Many teachers are adopting various kinds of progress charts for recording litter data. One type is shown in Figure 1. This may be enlarged and displayed in the classroom, with data added as they become available. Some departments are also adding columns for checking the use by each boy (or failure to use) of certain approved practices related to these kinds of results.

Conversion Table

If a litter is weighed before or after it is 56 days of age, the weight ob-

tained may be converted to a 56-day basis by using the conversion table shown in Table IV. For the Production

Registry work in various breeds, the litter must be weighed when the pigs are between 51 and 61 days of age. •

TABLE IV. Table for Converting Weights to 56-day Basis.

Days of age	Factor	Days of age	Factor	Days of age	Factor
40	1.64	51	1.14	62	.87
41	1.58	52	1.11	63	.85
42	1.52	53	1.08	64	.84
43	1.46	54	1.05	65	.82
44	1.41	55	1.02	66	.80
45	1.37	56	1.00	67	.79
46	1.32	57	.98	68	.77
47	1.28	58	.95	69	.76
48	1.24	59	.93	70	.75
49	1.21	60	.91	71	.73
50	1.17	61	.89	72	.72

Example: Litter weight at 60 days is 260 lbs.
 $.91 \times 60 = 236.6$ lbs., or weight on 56-day basis.

FIGURE 1. Chart for 56-Day Litter Weights of Swine Projects in Vocational Agriculture.

*If litter is weighed before or after 56 days of age, use conversion table.

Twenty-one years of adult education

(Continued from Page 150)

The guest speakers were nationally known and a considerable amount of publicity was given to the evening schools in Knox County.

In 1930, the series of lessons covered Soil Management Practices, 1931 brought forth a study on a 'Live at Home Program, and in 1932 Marketing was the topic for perusal. By this time, interest and attendance had increased to such an extent that it became necessary to divide the class and one section was moved to Boyd's school house, an elementary school near the Tennessee River.

To illustrate the interest these farmers had in school, let's take a remembrance of Mr. Brimm's. Some boys who were out of grade school, but were not attending high school, were causing a disturbance problem so Mr. Brimm organized a part-time class (Young Farmer) for them. This group met in late afternoon but it soon became difficult to tell which class was adult and which was part-time as so many were attending both classes.

Mr. Brimmin had such success with teaching ropework to his all-day students that the adult farmers asked for a lesson on splicing, tying knots and halter making. A little later a man with very little education who had not been attending the school came to Mr. Brimmin and said, "If you will learn me to splice rope I'll come to your class." And he did. This illustrates a cardinal principle for teachers—we should consider very seriously meeting the needs of our learners.

Mr. Brimm left Farragut in 1936, but the evening school has been continued by the succeeding teachers of vocational agriculture. Part of the time the classes have been conducted at Farragut and the remainder of the time at Boyd's.

Mr. H. E. Gibson, the present teacher of vocational agriculture at Farragut who has kept the program going since 1941, except for service in the Army, has his adult class at Boyd's, and is meeting twice a month the year around.

If for any reason a meeting is missed, all that is necessary to get the members back is a postal card a day or two previous to the meeting.

For a school of this type, to be successful, interested members are essential so some of the regular members were visited to see what they actually thought about the classes. They readily expressed their opinions and the following are some of them.

Mr. Tipton has been a regular member of the evening school for seventeen years and when asked his opinion of the school he said, "I think a lot of the evening school and would attend once a week the year round. Every community should have one."

Every Meeting Worthwhile

Mr. White was visited next and he has been attending the same length of time that Mr. Tipton has. He said, "I've picked up practical things at every meeting I ever attended and could probably give you facts or figures to prove it." Then he proceeded to give several examples to prove his statement. Mr. White said he would recommend an evening school to any community. He thinks that they give farmers a place to go and

provides them the opportunity to express themselves on problems of common interest. In addition to helping farmers solve their farming problems, the school helps the teacher of vocational agriculture by gaining for him the support of the farmers that he needs in planning and conducting broad programs of vocational agriculture on a community basis.

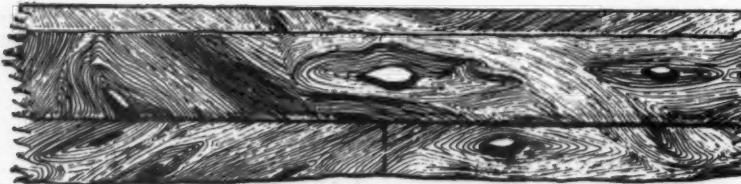
Mr. Miller wasn't quite sure how long he had been attending the classes, but he was definite in his opinion of the evening school. He said, "They are good for a community. Good information is brought to farmers that they wouldn't get otherwise. It's good for farmers to get together and exchange ideas." Three or four years ago the members of the evening school guided by Mr. Gibson made a complete soils study which included mapping each farm according to soil types and studying management and cropping practices suited to each type. This stood out in Mr. Miller's mind as the most beneficial single series of lessons.

single series of lessons.

These farmers mentioned above the representative and since there was total agreement it seemed unnecessary to visit all of the other class members who, I am sure, would have expressed similar opinions. These are all full time farmers who make their living totally from farming. They could be duplicated in many communities throughout the State and Nation.

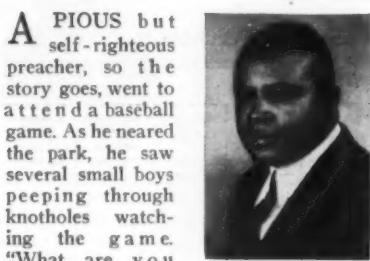
and Nation.

It appears to the writer that teachers should weigh carefully the educational worth of the activities to which they will devote their time before deciding against conducting adult classes for farmers. •



Through a knothole

ARTHUR FLOYD, Teacher Education, Tuskegee Institute



Arthur Floyd

A PIOUS but self-righteous preacher, so the story goes, went to attend a baseball game. As he neared the park, he saw several small boys peeping through knotholes watching the game. "What are you boys doing and why are you peeping through those holes in the boards?" A young impatient up-turned face retorted, "Mister, we're watching the ball game." "You can't see the ball game by peeping through those knotholes. Why don't you get a ticket and go into the park and take a seat like respectable, intelligent people," advised the preacher. With a rejoinder almost akin to disgust, the lad shouted, "Mister one can see a mighty lot of baseball through a knothole."

During the last thirty-three years much has been said about methods of teaching vocational agriculture. Many books on methods of teaching vocational agriculture have been written. Many bulletins on methods of teaching have come from many sources. Studies have been made whose effort was to point up the latest and best procedures to follow in putting over a good job in teaching vocational agriculture.

Contributions To Better Teaching

It would, no doubt, be difficult to successfully deny the fact that educators over the years have made significant contributions to the teaching methods of vocational agriculture. It is most likely, as some will perhaps agree, that the impetus put on the teaching of vocational agriculture, especially through such devices as the project and the supervised farming program, has also contributed to better teaching methods in other areas of the high school program.

In spite of the fact that we have grown somewhat wealthy since the inception of the program of vocational agriculture some thirty-three years ago, in our methodology, are we yet far out of the woods in putting over a good job of teaching? Are we making the fullest use of all of the available teaching resources and leads that are discovered

or discoverable during the day's work of teaching vocational agriculture? Are we allowing the various and sundry text books and other teaching devices to become our masters instead of making use of them as more effective tools toward greater achievements for our classes? Are many of us still inclined to put greater emphasis on the teaching of lessons and jobs and classes instead of pupils and individuals? Do many of us still measure our success by the number of jobs and lessons we feel that we put over and the quantity of teaching materials we wade through during the day, or month, or year?

The hope is that teachers of vocational agriculture will continue to emphasize in the future, as they have in the past, the best methods of teaching. That they will make the greatest use of the latest and most desirable teaching materials and devices. But, in addition to this, are there other teaching aids and devices that may be available in the day's work of teaching vocational agriculture?

Leading Questions

Does the largest per cent of teachers of vocational agriculture make the greatest use of the home and farm experiences of the pupils in attempting to put over their teaching jobs in vocational agriculture? Will such a procedure whet the pupil's interest to a keener edge of effort and desire? What have the pupils to suggest regarding how they themselves should attack a problem or job assigned? Are the leads that pupils might give in their efforts to solve problems of value? If the experiences which may be drawn from pupils in their effort to solve home and farm problems are of little value in the solution of said problems, is there not some value if such effort increases their ability to think straight and soundly?

Farming and Life

How far should the teacher of vocational agriculture go toward assisting his pupil in planning and carrying out his supervised farming program? Is it likely that some teachers may become too enthusiastic and over-assist their pupils thereby denying them much of the vital experiences needed in becoming established in farming? Is it also possible that the vocational teacher of low vision may not give the right punch at the right time and fail to recognize

the periods of crises in the life of the pupil and his farming program?

How much interest and concern of the mother of luke warm and listless pupils does the teacher of vocational agriculture make use of in attempting to sell the program of vocational agriculture to such pupils? Does the program that is espoused by the N.F.A. organization or young farmer group have any appeal for the farm boy who has not as yet made up his mind about whether or not to farm? If yes, then what use does the agriculture teacher make of the program of those organizations in his contact with his pupils?

Is it likely that a teacher of vocational agriculture may get closer to his pupils or a particular pupil on a rabbit, 'coon, 'possum, or squirrel hunt or a fishing jaunt than in any other way? Has the teacher the wisdom and fortitude to see the opportunity in such relationship? Has he the courage and ambition to make use of such opportunities in putting over a real job in teaching vocational agriculture?

Let Pupils Do

Such are among the veritable but indirect means of putting over an effective job of teaching vocational agriculture. Should a teacher know the tried and trusted methods of teaching vocational agriculture that have obtained through the years? Yes, he should know them all. But, more than that he should not be afraid to persevere, to make use of good learning and teaching situations whether in the book or out. He should call on all related agencies for information and "know how." He should get pupils well started on their march toward farm establishment but not march for them. He should put his pupils in agricultural situations where they must fight, work, and think their way out of them, but he must at the same time lead the fight, encourage the work and guide the thinking.

As through a knothole "a lot of baseball can be seen," so, also can a great amount of praiseworthy teaching be done indirectly by the agricultural teacher of high vision, through an educational knothole.

Evaluation and improvement of student teaching

(Continued from Page 159)
be on call to give help when needed. Available staff usually will not allow this flexibility, however. At least one visit per week while the students are in the teaching centers should be the minimum.

The Method of Supervision — The method of supervision is the same as the method of good teaching. Observation must be relied upon to secure many of the necessary facts. This observation must be accurate and limited to the important points. Some means should be devised for recording these observations so they will be available when needed.

Care must be taken to keep supervision a teaching situation. It must not be policing and the students must not feel that it is.

(Continued on Page 167)

Serving boys...from...part-time farms*

E. B. KNIGHT, Tennessee Tech

THROUGHOUT much of rural United States two distinct trends regarding the size of the farm business are evident. One is a tendency towards an increase in the acreage of individual farms—large scale farming. The other is in the opposite direction—a noticeable growth of part-time farming.

Each movement has a potent influence on vocational agriculture which must shift its attack as it endeavors to meet the needs of those it serves. This is only one of the factors which causes the teaching of vocational agriculture to be the most challenging, stimulating and progressive of all educational fields.

Industrialization of many sections of the conventionally agricultural South has occurred with almost breath-taking rapidity. Two World Wars have speeded the transition which still continues at a fast tempo. Decentralization of manufacturing, cheap electrical power, availability of stable, law abiding workers and favorable climatic conditions are major influences in the movement of industry into the southern states. All of this has caused a significant shift to part-time farming.

Tennessee is an outstanding example of this trend. Particularly is the change apparent in East Tennessee, one of the three major divisions of the Volunteer State. Typical of such evolutionary developments are the areas surrounding Kingsport, Knoxville and Chattanooga. All three of these areas were the subject of researches¹ conducted by the writer while a member of the Agricultural Education Staff at the University of Tennessee.

Basis for 1949 Study

In a follow up study completed in 1949 the teachers of 28 well distributed East Tennessee high school departments of vocational agriculture contributed supplementary information. A substantial majority of these men had participated in the original study thereby keeping the latter problem on a sound basis. Underlying the 1949 study was the desire to determine whether part-time farming was on the increase and, if so, how vocational agriculture teachers were attempting to cope with the situation.

Some Findings

1. Of the 1808 boys enrolled in vocational agriculture at the participating high schools, about 58 per cent resided on part-time farms.

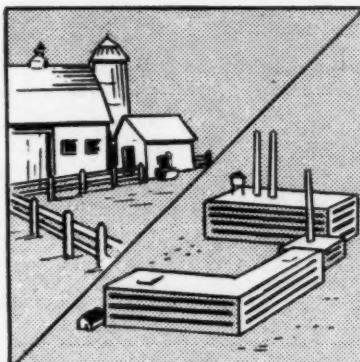
*Report of a research study while the writer was on the Staff of the Agricultural Education Department, University of Tennessee.

¹Two Jobs and Security, Agricultural Education Magazine, Vol. 21, No. 6, December, 1948. Data were collected in 1946-47.



E. B. Knight

2. There was a preponderance of students from part-time farms in the various courses in agriculture, i.e., Agr. I, Agr. II, Agr. III or Agr. IV.
3. Only one of the 28 cooperating teachers reported part-time farming to be decreasing in his service area. Several instructors said it was accelerating.
4. While about one-half the teachers favored limiting part-time farm boys to not exceeding two years of vocational agriculture, there was little evidence that "at least interested boys" were excluded from Agriculture III and Agriculture IV classes.
5. Manufacturing plants furnished off-farm employment for the majority of fathers. Other parents worked as mechanics, miners and in distributive occupations.
6. In half or more of the included high schools four vocational subjects were taught, namely, Agriculture, Home Economics, Typing and Shorthand. Just five institu-



tions offered Industrial Arts and only two Distributive Occupations; this despite the industrial-commercial characteristics of the areas involved.

7. Vocational agriculture teachers were striving to prepare boys for a life as part-time farmers by means of a thorough grounding in fundamental agricultural practices which emphasized better family living.
8. "Take the boy where he is and use what is available at home" seemed to be the guiding principle when teachers helped boys from part-time farms to initiate their supervised farming programs.
9. Considerable vocational guidance is given by teachers of vocational agriculture as they instruct their students. Much of this guidance occurs incidentally.

Food for Thought

- a. A considerable number of rural boys drop out of school by the age of 16 years. Should the content of Agriculture I and Agriculture II

Evaluation and improvement of student teaching

(Continued from Page 166)

E. Records and Reports

Records—All information that is gathered about the student should be on file and available to the guidance person, the supervisors, the cooperating teachers, and other members of the staff in agricultural education. This information should be summarized and filed so that it is readily usable. Some of the information should be made available to the placement officers, also.

Reports—Reports of student teaching should be sent to the Deans of the Colleges of Education and Agriculture and also to the State Supervisor of Agricultural Education. These reports should be a part of the annual report on teacher education in agricultural education. They should include such statistics as the number of student teachers, the centers used, cost of the program and the major activities of the student teachers.

F. Evaluation

What Evaluation Should Be—Evaluation should be a learning situation in which the progress made is determined and the need for further education is pointed out. Evaluation is the tallying up of the score to see how things stand. Evaluation goes on all the time even though there may be definite periods set aside for evaluation.

Evaluation Is Necessary—Evaluation is necessary to maintain interest in a project and to pursue a course with any degree of intelligence. If there is no evaluation, the venture is poor and soon deteriorates.

Who Should Evaluate—Everyone concerned should participate in the evaluation. This includes student teachers, cooperating teachers, high school students, university staff, and others. The participation in the evaluation of the progress of individual student teachers would be limited to those familiar with their objectives and activities.

in part-time farming areas be devoted to the teaching of fundamental manipulative skills and abilities essential to better family living?

- b. Predicated on "a," ought Agriculture III and IV emphasize the things a boy should know if he becomes a competent full-time farmer?
- c. In areas where the trend is definitely towards industrialization it follows that more and more rural boys "will farm a little and work a little in factories." Such being the case, can high schools function adequately if a boy is permitted to take four years of vocational agriculture when in reality he also needs training in non-farm activities?
- d. Based on "c," does it not follow that many high schools in the areas involved must immediately increase the variety of their vocational offerings if they truly serve?

Directory

Vocational Education In Agriculture

Section II

Directors, Supervisors, and Teacher Trainers

Key to Abbreviations Used

d—directors s—supervisors as—assistant supervisors
 rs—regional supervisors ds—district supervisors FFA—specialist FFA
 t—teacher trainers it—itinerant teacher trainers rt—research workers
 Nt—Negro teacher trainers sma—subject matter specialists
 fms—farm mechanics specialists As—area supervisor

MISSOURI

d—T. E. Dale, Jefferson City
 s—Carl M. Humphrey, Jefferson City
 da—James A. Bailey, Jefferson City
 ds—J. C. Moore, Mt. Vernon
 dt—J. B. Rutledge, Portageville
 ds—R. D. Hagan, Warrensburg
 t—G. F. Ekstrom, Columbia
 t—C. V. Roderick, Columbia
 sma—Joe Duck, Columbia
 nt—J. N. Freeman, Columbia

MONTANA

ds—A. W. Johnson, Helena
 as—Arthur B. Ward, Helena
 t—H. E. Rodeberg, Bozeman

NEBRASKA

d—G. F. Liebendorfer, Lincoln
 s—Lewis Klein, Lincoln
 as—L. D. Clements, Lincoln
 t—H. W. Deems, Lincoln
 t—C. E. Rhoad, Lincoln
 t—C. C. Mintser, Lincoln
 t—M. G. McCright, Lincoln

NEVADA

ds—Donald C. Cameron, Carson City
 d—John W. Buntow, Carson City
NEW HAMPSHIRE
 d—Walter M. May, Concord
 t—Earl H. Little, Concord
 t—Philip B. Barton, Durham
NEW JERSEY
 d—John A. McCarthy, Trenton
 s—O. O. Sampson, New Brunswick
 as—O. E. Kiser, New Brunswick
 as—W. H. Evans, New Brunswick

NEW MEXICO

s—L. C. Dalton, State College
 t—Carl G. Howard, State College
 as—L. I. Perrin, State College

NEW YORK

d—A. K. Getman, Albany
 s—R. C. S. Sutliff, Albany
 s—W. J. Weaver, Albany
 s—J. W. Hatch, Albany
 s—A. E. Chappin, Alfred
 s—E. C. Lattimer, Albany
 t—E. R. Headey, Ithaca
 t—W. A. Smith, Ithaca
 t—E. B. Mott, Ithaca

NORTH CAROLINA

d—J. W. Smith, Raleigh
 s—A. L. Teesley, Raleigh
 rt—Roy H. Thomas, Raleigh
 as—R. J. Peeler, Raleigh
 ds—E. N. Meekins, Raleigh
 d—J. M. Osteen, Rockingham
 ds—T. H. Stafford, Asheville
 ds—T. B. Elliott, Woodland
 ds—N. B. Chesnutt, Whiteville
 t—Leon E. Cook, Raleigh
 t—L. O. Armstrong, Raleigh
 t—J. K. Coggan, Raleigh
 t—F. A. Nylund, Raleigh
 t—C. C. Scarborough, Raleigh
 ns—S. B. Simmons, Greensboro
 nt—C. E. Dean, Greensboro

NORTH DAKOTA

d—E. F. Riley, Wahpeton
 s—Ernest L. Dalton, Fargo
 as—Shubel D. Owen, Fargo
 as—Winston H. Dove, Fargo

OHIO

d—J. R. Strobel, Columbus
 s—Ralph A. Howard, Columbus
 as—W. G. Weiler, Columbus
 ds—E. O. Bolender, Columbus
 ds—F. J. Ruble, Columbus
 ds—D. R. Turkey, Columbus
 t—Ralph E. Bender, Columbus
 t—W. F. Stewart, Columbus
 t—Harold G. Kenenrich, Columbus
 t—H. J. Woodin, Columbus
 t—A. C. Kennedy, Columbus
 t—Willard Wolf, Columbus
 t—Ray Fine, Columbus

OKLAHOMA

d—J. B. Perky, Stillwater
 as—W. R. Felton, Stillwater
 ds—Tom Daniel, Stillwater
 ds—Byrle Killian, Stillwater
 ds—Hugh D. Jones, Stillwater
 ds—Cleo A. Collins, Stillwater
 ds—Benton F. Thompson, Stillwater
 ds—Marvin Bickett, Stillwater
 t—C. L. Angerer, Stillwater
 t—Don M. Orr, Stillwater
 t—Chris White, Stillwater
 t—Robert Price, Stillwater
 t—Clifford Kinney, Stillwater
 t—James Elliott, Stillwater
 nt—D. C. Jones, Stillwater

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 s—Ralph L. Morgan, Salem
 as—M. C. Buchanan, Salem
 t—H. H. Gilkes, Corvallis
 t—Henry Ten Pas, Corvallis

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 s—H. C. Fetterolf, Harrisburg
 as—V. A. Martin, Harrisburg
 t—Henry S. Brunner, State College
 t—William F. Hall, State College
 t—C. S. Anderson, State College
 t—David R. McClay, State College
 t—Glenn Z. Stevens, State College

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 s—Samuel Molinary, San Juan (acting)
 as—Rafael Muller, San Juan
 as—Juan Acosta Henriquez, San Juan
 as—Federico A. Rodriguez, San Juan
 ds—Juan Melendez, Cayey
 ds—Gregorio Meadez, Arecibo
 ds—Frederico Carbonell, San Juan
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 t—Fernando del Rio, Mayaguez
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 s—H. E. Urton, Pierre
 t—Stanley Sundet, Brookings

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 as—L. I. Samuel, Arlington
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 as—T. R. Rhodes, Huntsville
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 as—Walter Lacy, Pharr
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 t—Henry Ross, College Station
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 as—H. E. Edwards, Charleston
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 t—C. W. Hill, Morgantown
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 t—Clarence Bonsack, Madison
 t—Walter T. Bjoraker, Madison
 t—V. E. Nylin, Platteville
 t—J. M. May, River Falls

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 s—Percy Kirk, Cheyenne
 t—Jack Ruch, Laramie

Note—Please report changes in personnel for this directory to Dr. W. T. Spanton, Chief, Agricultural Education, U. S. Office of Education.

